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ABSTRACT

This 9-month training program for paraprofessionals started in June 1969 with a 6-week summer session, followed by fall and spring semesters in 1969 and 1970. Its objectives were to train indigenous nonprofessionals as teacher aide assistants for employment in inner city and ghetto schools, to meet the current shortage of certificated bilingual teachers, and to pinpoint the need for community colleges to come to terms with the work-study approach to training programs. The 36 participants came from low-income minority groups, with approximately 50 percent black and 50 percent Chicano; only two were men. They were drawn from ten Los Angeles school districts, Head Start agencies, the Pasadena Commission on Human Need and Opportunity, and Pasadena City College, the host institution. Problems were encountered in obtaining professional participation and cooperation from agencies, particularly in the attempt to encourage differentiated staffing and the increased use of paraprofessionals. The limited scope of the program precluded any major impact and it was not possible to discover any real impact on the school districts or on the trainees themselves. Some of the problems may be resolved in the 1970 program. There are 12 appendixes, including details of the objectives, correspondence, minutes of committee meetings, and the final evaluations of the trainees. (MBM)

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PROJECT UPBEAT '69

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DIRECTOR'S REPORT

February 1, 1969 (Beginning Date) — June 30, 1970 (Ending Date)

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June 30, 1970 P.D.

Project Upbeat, Director's Report, June 1970

TABLE OF CONTENTS

Page

I INTRODUCTION 1

- Scope and Purpose of Report
- Objectives: NEW CAREERS
- Educational Needs

II OPERATION OF PROJECT

1 Planning 3

2 Participants 7

3 Staff 13

- Coordinators/Instructors
- Nonprofessional Staff Assistant
- Consultants
- Director

4 Orientation Program 19

5 Program Operation 20

- a Meeting Objectives
- b Project Components
- c Linkages: Cooperating Agencies
- d New Techniques
- e The Informal Program
- f Project Calendar

6 Evaluation 36

III CONCLUSIONS 39

IV APPENDICES

I Part B, Statement of Need: Rationale for Project Upbeat, Renewal FY 1970, pp 9-25, Narrative, Proposal 12/31/69

II Objectives, excerpt from original proposal, May 31, 1968

III Brochure: Project Upbeat, NEW CAREERS in Action

IV Rosters of trainees, first and second training sessions

V Advisory Committee, May 19, 1969

VI Advisory Committee, July 17, 1969

VII Advisory Committee, September 5, 1969

VIII Urban community development curricula and course descriptions

IX Request for funds for a third training session

X Evaluation Design from Class Activities

  a Schema
  b Baseline data: Trainee Concepts of Roles
  c Baseline data: Teacher Concepts of Roles

XI Trainees' Evaluations

XII Coordinator's Evaluation of Trainees

Director's Report

PROJECT UPBEAT '69

I INTRODUCTION

Scope and Purpose of Report A Handbook for Directors, EPDA Programs for 1969-70, stipulates a report at the end of FY 69. This report attempts to fulfill that obligation. Point by point it follows the outline suggested in the Handbook.

This is in no sense of the word a final report on Project Upbeat. For Upbeat '69 has become Upbeat '70 and it is impossible to tell where one ends and the other begins. In many ways the '70 proposal with its documenting narrative is a culminating report on Upbeat '69. There is frequent reference in this report to one particular section of that narrative, "Part b, Statement of Need, Rationale for Project Upbeat FY 70." For that reason "Part b" is reproduced as APPENDIX I.

Objectives: NEW CAREERS The original proposal submitted May 31, 1968, listed thirteen objectives, reproduced here as APPENDIX II. All thirteen objectives, in one way or another, were spin-offs from the emerging manpower concept of NEW CAREERS. The eighth objective was specific and to the point. Upbeat's purpose was "to test out New Careers to determine the extent to which it is gimmick or panacea."

The brochure distributed in May 1969 featured Project Upbeat as New Careers in Action (APPENDIX III). The brochure spelled out the three basics of New Careers:

PURPOSE - Provide an alternate route into the credentialed society aimed at those now locked out;

STRATEGY - Hire first, train later, using the job itself as a training tool;

CONCEPT - Build in career development as an integral, essential part of differentiated staffing.

Educational Needs By applying the basic principles of New Careers, Project Upbeat proposed to cope with three educational personnel development needs stressed in the '69 guidelines and duly incorporated in the original proposal as follows:

1 Education needs of nonprofessionals in antipoverty programs (disadvantaged).

2 Particularly acute training and retraining needs in the education profession, with emphasis upon auxiliary school personnel such as teacher aides and other aides.

3 Public school need for trained bilingual and other aides to meet shortages of credentialed personnel qualified to cope with problems of innercity/ghetto schools in Los Angeles County.

II OPERATION OF PROJECT

1 Planning

The proposal for Project Upbeat was postmarked May 31, 1968. The notice of a planning award was received by the applicant institution late in November 1968. In January 1969, taking advantage of a trip to Washington to attend Frank Riessman's Conference on the Paraprofessional in Education, Upbeat's director attempted to learn from the Bureau of Educational Personnel Development just what was meant by a planning grant. Three visits to 7th & D SW produced little information on that score, but brought other vital tidbits to light.

The proposal itself could not be located that first time round, nor its assigned desk officer identified. In the ensuant confusion the director got the message that Upbeat might never make it FY 69. At the same time it was evident that Upbeat was a harbinger of things to come FY 70. An enthusiastic staff assistant spelled out the details of EPDA's emerging priority, the Career Opportunities Program (COP). BEPD had finally wised up to New Careers. That was some satisfaction at least. Upbeat might die aborning but its basic concept was alive and well.

A second visit to 7th and D SW unearthed the proposal and the surprising announcement, - as surprising to the subordinate staff members present at the conference as to Upbeat's director, - that Upbeat was being awarded an operational grant. Upbeat, too, was alive and well. A third visit, however, sent it into intensive care with the news that it was to function as part of the Basic Subjects program. The director and her pet project returned to California, each suffering from acute jet lag.

There was no doubt about it in the director's mind and heart. Basic Subjects would distort Project Upbeat by diverting its focus from New Careers to the cult of TESL (Teaching English as a Second Language), and would hamstring it with outmoded B.S. procedures. Aides were Upbeat's target group, not experienced teachers needing retreading in basic subjects. The experienced teachers Upbeat was concerned with needed basic education or remediation in utilization and training of aides, an entirely new ball game. It couldn't possibly be played in the same old ball park. Evidently BEPD began to have second thoughts too. By the first of February Upbeat was pulled out of Basic Subjects and recategorized as COP. How about that? Upbeat gained identity with a program still in its fetal stage. In the process Upbeat was transferred from the Bureau's College Division into the rapidly expanding School Division. Later this would cause identity problems for the BEPD. How do you rationalize an institution of higher education being a prime contractor for a school based program such as COP, or do you? You do, - but that's the story of Upbeat '70.

Upbeat's first training session for aides began June 20, 1969. In theory, the interval between February and June could be said to constitute a planning period. In fact, however, Project Upbeat tended to leap from a state of suspended animation right into the hurly burly of operational agony. The budget had to be renegotiated, a brochure printed, trainees recruited, and staff appointed. Who had time for planning? But as the original proposal had pointed out, planning undergirded Project Upbeat:

> This is an initial proposal for a grant to be used for the second sequential stage, i.e., the pilot stage. The applicant institution certainly could use a special planning grant during the interim between now and the suggested starting date of the project. For much special planning still needs to be done. In many ways, however, the College's two years of down-to-earth experience with its community development curriculum qualify as "special planning." If this proposed project is at all viable it will be due to the groundwork that has already been done. (p. 36, Proposal, May 31, 1968)

During the down-to-earth experience referred to above, the College learned twenty lessons the hard way, summarized as follows from pp. 13-27 of the original proposal:

1 A community college must anticipate need for curricular changes; responding to expressed needs is no longer adequate in times of rapid change and urban crisis.

2 The involvement of community agencies in implementation of new curricula demands more than paper commitment. How to do it is the $64 question.

3 The community college has a new, uncomfortable role: it must actively recruit new kinds of students by attempting to reach people in their isolation.

4 To reach people in their isolation community colleges need to learn how to cope with bureaucratic blocks in human service agencies including the new antipoverty agencies which have become instant bureaucracies.

5 Prominent among the "new students" is the disadvantaged adult, with problems all his own.

6 If the community college is to meet needs of disadvantaged adults, its own bureaucratic procedures of admission, programming and counselling must be humanized, i.e., individualized.

7 The arbitrary requirement for transcripts was an example of how a bureaucratic detail made it "simpler to stay stupid" for many of the disadvantaged adults seeking admission to the College.

8 The disadvantaged adult coming back into formal education suffers re-entry shock; he needs a legitimate toe-in-the-door course to ease the shock; such a course can be related to his ongoing job.

9 Field/work experience is the basic core in the new curricula designed to meet the needs of disadvantaged adults.

10 Credit for field experience is essential.

11 New Careerists must be given released time by agencies to pursue necessary related education.

12 There is something to be said for getting the disadvantaged onto the college campus (as against store-front, "out there" facilities).

13 Credit is essential for inservice education for New Careerists.

14 Articulation NOW of all new curricula and courses for the disadvantaged adult is a real hangup. The first step is to get the adult back into formal education. To do this through the traditional college transfer route is to put him through a revolving door.

15 Field experience is only as valid as the coordination-supervision given by the College.

16 Overdoing it doesn't get the job done: the College program snowballed spring semester 1968; help was needed (hence the proposal!).

17 A still moot question: does it pay to be two years ahead of funding programs?

18 No community college - nor any college - has a monopoly on teaching; colleges have much to learn from the disadvantaged, for only they know what it means to be poor.

19 Agency and college professionals have learned the most from the new job-related theory classes at Pasadena City College. The disadvantaged are teaching the professionals (provide we listen!).

20 The name of the game is New Careers. The nonprofessionals enrolled in the urban community development work-study classes are New Careerists.

II OPERATION OF PROJECT

2 Participants (Trainees)

Applicant Response The College did not solicit widespread random applications. There was no need to since only thirty or so trainees were to be selected. Pinpoint recruiting was the order of the day. Summer stipends affected applicant response. (See pp. 22-25, Appendix I.)

Criteria for Selection EPDA guidelines for 1969 did not stress low-income, poverty level status of trainees. Quite the contrary, since most of 69's participants were to be professionals. By reading into EPDA guidelines the possibility of training teacher aides, Project Upbeat tended to focus on a low-income criterion. The great majority of applicants were in this category, but several applications were received from ESEA aides who were above the poverty level. Since most 1969 EPDA funds were going into stipends for experienced, certificated staff, it seemed unfair to exclude the more affluent aide if otherwise qualified for Upbeat. Three such applicants were selected in; they received stipends during the summer training program.

As indicated above, Upbeat's trainees were nonprofessionals (teacher aides). In the process of their training it would be necessary to retrain professionals who became reluctant participants. (See II 5, Program Operations, below.)

Project Upbeat also zeroed in on educationally and economically deprived minorities. Upbeat made a deliberate effort to achieve a racial/ethnic mix among its trainees. And that's the way it was, - approximately 50% Black, 50% Chicano.

The revised proposal submitted late January 1969 noted the following about educational qualifications for trainees:

> Many school districts have set high school graduation or its equivalent as the minimum educational criterion for aides now employed under compensatory education programs. Such a rigid entry requirement will mitigate against the objectives of this particular project.

Upbeat had to buck not only the local school district's tendency to follow the traditional merit system blindly but, it turned out, COP's early veering in the same direction. COP's preliminary guidelines were elitist from the word go, favoring high school graduation and youth as primary criteria. The director exploded as follows to Don Davies on March 26, 1969:

> By now COP Guidelines FY 1970 are probably on the press, perhaps even in the mails. A review of the preliminary Guidelines left me with two concerns, which I hope by now are groundless.
>
> 1. Overemphasis upon high school graduation, or equivalent, not only in Beginning Careers in Education for Students from Low-income Families but in the similar programs for Veterans (pp. 6-7).
>
>   Later, in fine print, the Guidelines do make provision for some exceptions, but there is no doubt that throughout the Guidelines, including your introductory comments, high school graduation is considered to be the desired minimum educational standard for teacher aides.
>
>   This overemphasis serves to discriminate against indigenous, bilingual aides who have so much to offer in these times of stress between the school and the community.
>
>   The depressing effect is compounded by the second overemphasis.
>
> 2. Overemphasis upon youth in Beginning Careers in Education for Students from Low-Income Families.
>
>   I suspect COP affords the only EPDA opportunity for training and

upgrading of nonprofessionals. Yet the only part of COP adaptable to meeting the educational needs of nonprofessionals is ruled out by the injudicious use of the word "young." Why say that this particular program "is designed to attract young persons...?"

Why not leave out the word young?

Or are you intentionally selecting out nonprofessionals already on the job as aides in antipoverty, compensatory education programs? These nonprofessionals offer the educational establishment a manpower pool of terrific potentiality and scope. Are you perhaps saying that their inservice education needs are the responsibility of the Department of Labor and/or the OEO, or the Children's Bureau, if that is where Head Start lands? I sure enough hope not. That responsibility belongs to the Office of Education, and what better Bureau in OE than EPD?

Participants finally selected for Project Upbeat showed the following levels of educational achievement:

Some community college	13
High school graduation or G.E.D.	13
Some high school	8
Less than high school	2

Trainees were adults; 18 were in the age bracket from 18-35, 18 over 35. Trainees accounted for 97 children.

Two trainees were male. A serious effort was made to recruit more men but agency guidelines were draglines insofar as their employment was/is concerned in compensatory education programs. (See II 5a, comments on the nonprofessional.) Upbeat went out and solicited the application from the male trainee from Head Start. Senor Martinez was employed as a maintenance, fixit supervisor going from site to site as needed. His involvement with the children in his routine activities prompted Upbeat to encourage the agency to sponsor him as a trainee. This they did and he was accordingly assigned to the classroom on a trial basis. He was highly successful in spite (because of?) his halting English. He continues to serve as Teacher Assistant. (See comments, later, under II 5d, New Techniques).

Program affiliation was a major consideration in selection of trainees. Rosters for the first and second training sessions (APPENDIX IV) reveal that a representative distribution was achieved, as follows:

Program	Summer	Fall	Total
Head Start	15	14	16
Compensatory Education (ESEA, etc.)	16	12	17
Other	3	2	3
Total	34	28	36

Deliberate effort was made to secure representative agency coverage. The extent to which this was achieved is shown in the following breakdown (see rosters, APPENDIX IV):

School Districts		25 trainees
Alhambra	2	
Azusa	1	
Duarte	1	
Garvey	1	
Lawndale	1	
Los Angeles	6	
Montebello	1	
Mountain View	1	
Norwalk-La Mirada	4	
Pasadena	7	
Other Agencies		11 trainees
Other Head Start delegate agencies	8	
Pasadena Commission on Human Need & Opportunity (PCHNO)	1	
Pasadena City College	2	
Total (both training sessions)		36

In its school district mix Project Upbeat experienced one notable failure, and learned a significant lesson. The original proposal contained a definite challenge: to do or die in the sttempt to involve, really involve the Los Angeles Unified School District. Early top level conferences were promising, e.g., with Graham Sullivan, deputy superintendent, erstwhile U. S. associate commissioner of education; and with Edward Moreno, supervisor of bi-lingual education, also member of the National Advisory Council on Education Professions Development, EPDA. A tentative quota of twenty out of thirty slots was optimistically assigned to the district.

A later chance encounter on campus during Cinco de Mayo celebrations eased some of the growing doubts. The well known Chicano member of the Los Angeles Board of Education, Dr. Julian Nava, indicated that it would not be necessary to reinvent the wheel, to use his expression. All well and good, but by the end of May it was evident that the wheel needed to be attached to a Roman chariot (would you believe a space ship?) if the many layers of ossified bureaucracy intervening between administrators and aides were to be breached. The last bastion proved to be the most difficult. The key liaison between the aides and the establishment openly admitted to his lack of personal enthusiasm for the career development concept he was hired to implement. In spite of him, rather than because of him, five aides were recruited from the Los Angeles district.

And so another lesson was learned the hard way, adding a corollary to the old political dictum that "if you can't lick 'em, join 'em." Upbeat's corollary is this: if you can't join 'em, ignore 'em. Put your efforts where they'll have an impact and the results are visible. Upbeat '70 follows that route.

Geography: Demography Geographically Project Upbeat was limited to Los Angeles County, but at that it ranged far and wide, -

from Pacoima on the north to Norwalk-La Mirada on the south, from Pomona on the east to Venice on the west. Some trainees travelled 50-60 miles round trip to classes in Pasadena.

Demographically trainees came from several barrios, - e.g., in East Los Angeles, in Pacoima, and in the Norwalk-La Mirada area. Participants also came from and worked in schools in the pocket ghettos of South Central Los Angeles (the extended Watts area) and the eastern part of the county, the Pomona area.

II OPERATION OF PROJECT

3 Staff

Mrs. Minta Palmer-Brown was the coordinator/instructor for the first training session, summer 1969. She was available since it was her off-quarter as assistant professor of education, California State College Los Angeles. Mrs. Brown is a dynamic, dedicated teacher. She activated a new theory course, Education 130, Introduction to Educational Assisting. She worked with an advisory group on development of specific course content, (APPENDIX V), and she met with this same group during the summer training session, (APPENDIX VI).

Thanks to Mrs. Brown, Education 130 did three things for trainees: it built up their self-esteem, making them confident in their new roles; it introduced them to the field of education, applying educational concepts to their ongoing classroom problems; and, it served as a comfortable port of re-entry back into formal education. Mrs. Brown was the star, so to speak, of the film on Project Upbeat made during July. She came across strong and clear.

Henry Guzman was the coordinator/instructor for the second training session, fall semester. Mr. Guzman is a regular instructor in the Social Science Department, Pasadena City College. He was reassigned to Project Upbeat for the one semester. Mr. Guzman's ethnic background counterbalanced the summer's black thrust. He activated still another new course, Sociology 127, which deals with the nitty-gritty of New Careers, namely professional/

nonprofessional role relationships. He too worked with advisory committees on course content and on project evaluation, (Refer to APPENDIX VI; also see APPENDIX VII).

Mr. Guzman was a strong, articulate participant in the film's round table discussion which starred Mrs. Georgiana Hardy, member of the board of education, Los Angeles City Schools. Mr. Guzman worked spring semester 1970 collecting and collating evaluative data on Project Upbeat. Many of these data have already been incorporated into the proposal for Upbeat '70; they will be invaluable in implementing Upbeat this coming year.

Thanks to federal funding through Project Upbeat it was possible to reduce Mr. Guzman's teacher load while he handled the second training session. Normally his load is a minimum of two work-study classes, with 40% of his time assigned to the two theory classes, and 60% of his time assigned to coordination of field practice of the 70-80 students enrolled in the theory classes. With that kind of load, coordination at best is perfunctory. As coordinator/instructor for Project Upbeat, Mr. Guzman taught just the one theory class (Sociology 127), and coordinated field work of trainees enrolled (approximately 30). Even so, he was overloaded, it turned out. For one thing, Sociology 127 calls for joint participation of professionals and nonprofessionals,-linkage in action. In effect the instructor of Sociology 127 has double duty. For another thing, each semester brings to the fore new urban extension functions which the coordinator is called upon to perform, e.g., job redesign or job restructuring in cooperating agencies. Dispersal of trainees over a huge geographic area and among a wide variety of agencies compounded his problem as it had for Mrs. Brown. Even with a nonprofessional staff assistant, they found themselves out in left field most of the time. (See pp. 16-19, APPENDIX I).

The use of a nonprofessional staff assistant (Mrs. Gwen Dixon) was indeed an innovation for the College, - and for the project director. She was invaluable. Any teacher aide training project calls for such a staff assistant. (See pp. 19-21, Appendix I; also see later section on New Techniques.)

The budget provided for a number of consultants, several being personally identified. This proved to be little more than name dropping. Frank Riessman was unable to spend any time with the project, or wouldn't for the fee the project was authorized to pay. Nor was Art Pearl available; he was too busy running for governor. Alan Gartner was repeatedly invited to assist in the evaluation, and for a time it looked as though BEPD would implement our request. But he too was a "no show."

The one consultant most wanted and needed was Dr. Eva Schindler-Rainman. But so busy is she that by the time the aides expressed a felt need for her services she was not available. Dr. Rainman recommended her colleague, Mrs. Lois Williams, Consultant for Montebello School District and President-Elect, NCTEPS. Mrs. Williams had collaborated with Dr. Rainman in preparation of a much needed teacher-aide training guide, Teaching and Reaching Children, Continuing Education for Instructional Aides and Teachers (Montebello, January 1970).

Mrs. Williams worked with trainees during the latter part of the second training session, fall semester 1969. Under her guidance trainees were able to identify and verbalize growing frustrations at what they began to feel was the premature demise of the project (the second training session ended January 30, 1970).

It wasn't until the end of January, however, that it was determined that what trainees really wanted was not another training session but the continued services of the field coordinator. In other words they wanted someone on the college staff to counsel them educationally and professionally at one and the same time. Regular college services were not enough. A half-hour appointment with a college counselor was simply not adequate. That would only nibble at the strictly academic side of the problem. The occupational side would be ignored, since college counselors are not equipped to cope with the ongoing job problems of trainees. Psychological testing was only part of the answer, moreover. Specifically, what trainees needed and wanted was to have Mr. Guzman available for personal follow-up during spring semester.

Even if BEPD had been willing to transfer unused funds to a salary line item for a special assignment for Mr. Guzman spring semester, it still would not have been possible, as it turned out. Such an assignment could not be done on an overload basis; Mr. Guzman had no such time available. He was scheduled to teach an extended day class, he was committed for additional hours to assist in final evaluation of Project Upbeat, and any spare time was devoted to sponsoring MECHA and other Chicano activities. Released time from his regular day schedule was the only way to go, but a last minute replacement for one of his two work-study classes was no more available than it had been for his extended day class.

On his own Mr. Guzman has been gracious enough to respond to two or three cries of distress. Otherwise trainees have been on their own, and resenting it. They feel stranded and justifiably so. This situation must be avoided in Upbeat '70; perhaps it can be if the implied continuity into 1971-72 becomes a reality. The problem comes down to this: if the college through a special project is going to cajole economically and educationally deprived students to enter its portals it, or the project, must assume responsibility not only for classes and routine counseling but for new kinds of supportive services. With New Careerists this means continuous follow-up with agency supervisors, not only to ease role conflicts but to assist in building career lattices and redesigning jobs of professionals. Professional/nonprofessional role conflicts are a constantly ongoing thing. They are only recognized not resolved in a class such as Sociology 127.

As for the director, she outsmarted herself and gypped the College by underestimating the amount of time needed to manage the project. As a result both the project and the regular urban community development program tended to suffer. The revised budget, February 1969, did authorize an Assistant Director as follows:

> A full-time Assistant Director will be needed during the last twelve weeks of Stage I, from April 1 through June 20, 1969. An Assistant Director will not be needed during Stage II, inasmuch as the Director will be devoting more time to the project, especially during the month of July. Nor is it anticipated that an Assistant Director will be needed during Stage III; by that time the project should be operating sufficiently smoothly to obviate the need. During Stage IV, however, the assistant director should work on an overload basis to assist in the wrapping up of the project.

For purposes of continuity it was planned that the assistant director would serve as coordinator/instructor during Stage II (first training session) and during Stage III (second training session).

That well laid plan did not work. It proved to be impossible in the middle of a semester to attract the calibre of person needed. Upbeat '69 had to fight an unrealistic project calendar. The combined position had to be fragmented. As indicated above, two different coordinators/instructors were utilized. While Mrs. Brown was given a few overload hours during May and early June 1969 they were for course development; they did not relieve the director of any administrative duties or operational details. In other words there was no assistant director on the job during the crucial activating period April 1-June 30. As a result, the director had to spend much more than the three extra weeks FTE authorized in the budget during Stage I (February 1 - June 30, 1969). The director did give full time to the project during July as scheduled in the budget; in addition she spent the first two weeks in August on Project Upbeat. By August, however, it was becoming difficult to separate Upbeat '69 operations from Upbeat '70 expectations and deliberations, e.g., the LTI Conference in Denver August 10-13.

During Stages III and IV (fall and spring semesters 1969-70), the director has given much more time to Upbeat '69 operations and wrap-up details than compensated for in the budget (five weeks FTE). In addition, during this same period, the director has become further bogged down with Upbeat '70, first with preparing COP proposals, then with trying to meet endless demands for addenda both from the State EPDA representative and from the Washington COP office, and more recently with trying to activate the new project.

II OPERATION OF PROJECT

4 Orientation Program

Project Upbeat did not operate an orientation program per se. Such orientation as was needed was built right into the first training session. It must be remembered that Project Upbeat provided career education to aides already employed by Head Start or ESEA programs, precluding the necessity for the usual type of orientation specified in guidelines, (See pp. 23-25, APPENDIX I).

II OPERATION OF PROJECT

5 Program Operation

The Handbook asks for information on six areas of program operation: a) Objectives; b) Project Components; c) Linkages; d) New Techniques; e) The Informal Program; and f) Project Calendar.

a Meeting Objectives Insofar as can be measured at this time, specified program objectives were met as follows (cross reference should be made to objectives listed in APPENDIX II):

#1 Trainees The original proposal's goal was to train 40-50 indigenous nonprofessionals as teacher aides/assistants for employment September 1969 in public innercity/ghetto schools in the Greater Los Angeles area.

The revised budget based on a smaller operational grant than that requested reduced the number of trainees from 40-50 to 30-33. A total of 34 were recruited and trained during the first training session. This number included the nonprofessional staff assistant who was given released time to be a trainee. Twenty-six of this original contingent continued during the second training session; two additional trainees were assigned. A total of 36 aides, then, were trained.

All trainees were "indigenous nonprofessionals," including the nonprofessional staff assistant. She had been a typist clerk at the College but once assigned to the project she was given released time to enroll in the trainees' classes in which she served as a teacher aide. (See Section 2, above, on Participants)

Trainees were employed in public innercity/ghetto schools, and/or in other community agencies, in the Greater Los Angeles area, in line with the stated objective. (See Section 2, above, on Participants)

As refined in the revised proposal submitted in January 1969 the intent of the first objective was to upgrade aides for more permanent hard money jobs in innercity/ghetto schools. At the same time, the revised proposal recognized that it would take some real doing to get firm commitments from school districts to employ thirty trained teacher aides/assistants come September 1969. Project Upbeat failed of course; it could not hope to do what school districts themselves could not do in view of the devastating effects of one school bond or tax rise defeat after another during the Spring of 1969. Aides did continue to be employed in September 1969 but on the same basis as they were previously; i.e., under soft money programs.

#2 Retraining of Professionals Project Upbeat called for retraining supervising teachers and other education personnel in the proper utilization and training of nonprofessionals. This retraining did proceed along four fronts: 1) the coordinator/instructor worked directly with agency personnel in the field; 2) the coordinator/instructor attempted to involve professionals in theory class activities, especially Sociology 127; 3) trainees practiced in the field the community development techniques learned in the classroom; and 4) the director, working through advisory committees and independently through field contacts, attempted to bring about the millenium, particularly when planning for Upbeat '70.

The record of achievement was not bad, but it was far from being an unqualified success. Professionals were reluctant particpants. (See pp. 16-19, APPENDIX I; also comments under Staff, #3 above). Try as we might, active involvement of professionals was difficult to achieve. The budget provided a kind of honorarium (stipend!) for experienced participants, but principals shied away from paying this amount to professionals during so-called working hours (in spite of the long established precedent for paying a modicium amount to teachers supervising student/practice teachers). Also, tight schedules, principals felt, precluded released time for supervising teachers to participate in class sessions on the campus. One Saturday meeting of trainees and agency staff was tried, with both groups to receive the same modest stipend. There was no more than 50% attendance on either side. The final evaluative session of Sociology 127 sought joint participation but again only a minority of trainees saw their supervisors in attendance. There was periodic attendance, it is true, of one supervisor or another during the training sessions, but it is estimated that less than 50% of the professionals showed for even one visit to the classes.

Joint participation of professionals is a crucial training problem, but it was not Project Upbeat's fault that it was not successfully solved. The problem is so much bigger than any one small pilot project no matter how innovative it tries to be. The problem is nation wide and establishment deep. Nor is it unique to the educational establishment. All human services are being overwhelmed by the same challenge. By itself Project Upbeat cannot hope to solve the problem. One hundred and thirty COP projects just might begin to make a dent.

#3 Teacher Shortage, Innercity Schools Project Upbeat did meet "in a small, demonstrative, heuristic way the current shortage of certificated bilingual teachers as well as of teachers generally qualified to cope with innercity/ghetto conditions," as stated in the original objectives. All trainees were bilingual in ghetto or barrio dialects by virtue of life experiences and life styles. Being bilingual, they served as effective bridges between ghetto/barrio schools and target communities. They demonstrated a realistic technique for implementing ESEA's mandate for greater parent involvement. Trainees themselves were parents of good sized families, with many of their own children enrolled in the schools in which they were employed as aides.

#4 Inservice Education Project Upbeat's fourth objective was to break agency mindsets on feasibility and validity, also vitality, of college credit programs of inservice education for indigenous nonprofessionals.

Project Upbeat did demonstrate that to the extent that agencies cooperate actively with the College, and to the extent that the College is willing to relate theory classes to ongoing job experiences of aides, the inservice education provided by the College can be useful to the employing agency. Better coordination is the crux of the problem. The College found that agency staff continually need to be importuned and prodded to join forces with the College through better attendance at advisory committee meetings or through involvement of aides' supervisors in theory classes. Only in these ways is it possible to provide the kind of inservice education the agencies require and keep saying they want for aides and supervisory staff.

It was demonstrated further that College programs of career education for aides could even substitute for much of the broad-based inservice education mandated under agency/program guidelines (e.g., Head Start, ESEA). Most of that inservice education has been provided by the agency itself. There is no doubt but that much of it has been excellent and innovative and that the College has much to learn from it. The one major drawback has been the absence of the academic credit needed if aides are to climb career ladders into the credentialed society. (See pp. 16-19, APPENDIX I)

Two problems face the College in this regard. One is the agency tendency, and too often the trainee tendency, to expect the job related theory classes to give the kind of detailed on-the-job training and agency orientation that only job site familiarity can provide (forms being used, records to be kept, basic procedures of operation, use of equipment, floor plans, dress codes, coffee breaks and other personnel practices). At the other extreme both agency supervisors and trainees tend to expect more from one little theory class than it can possibly deliver. For example, consider the following recommendations by the advisory committee for course content of a trainee's first job-related theory class: psychological and sociological foundations of education, principles of child development, educational counseling, remedial education, audio-visual techniques, typing, office machine practice, personal adjustment, development of a positive self-image. Trainee expectations compound the problem. As trainees begin to accept their own basic education deficiencies and as they try to cope with day to day job problems, they too begin to demand that their ongoing theory class be all things to all trainees and they are disenchanted if the class doesn't come up with instant solutions or at least simple solutions to their very complex problems.

#5 Differentiated Staffing In its small way Project Upbeat activated many NCTEPS pronouncements on differentiated staffing. Within its limited parameters Upbeat suggested the ripple effect proper utilization of indigenous nonprofessionals could have on meeting shortages of certificated personnel in critical areas, with particular reference to innercity/ghetto schools. Proper utilization means career ladders; career ladders mean career development, and career development means differentiated staffing. Not too many school administrators see this sequence of events. Some prefer not to. They shy away from consequences which might threaten the equanimity of tax-conscious or otherwise conservative boards of trustees and of uptight professionals. COP has its job cut out for it next year, - and the year after, and the year after that.

#6 The Nonprofessional Project Upbeat keeps trying, but it hasn't succeeded too well as yet in bringing home to the educational establishment the need to recognize the teacher aide as a full-time preprofessional deserving of an income above the poverty level. Twenty-thousand dollar a year administrators still argue that hourly rates and half-time assignments serve to spread limited wealth. Besides such regulations have a built-in bonus; without advertising the fact, they attract the more "qualified" submissive, undemanding female middle-class aide.

New Careerists on the other hand have long since got the point and they are getting restive. They are beginning to deliver the message in no uncertain terms, much to the consternation of school/agency administrators. Such parent involvement promises to be more than ESEA administrators bargained for. It brings home the uncomfortable fact that aides are the true change agents, effecting institutional change from the bottom up, which is as it should be. Five years of ESEA funding have shown that the trickle-down theory of institutional change is a snare and a delusion. It tends to perpetuate more of the same.

#7 Career Ladders Project Upbeat's educational component demonstrated the significance of the career ladder concept. But only a bare beginning was made. Again the trainees got the message; professionals still have a long way to go. (See Objective #12, below)

#8 New Careers New Careers still has a long way to go to prove that it is a panacea, but it has proved itself to be more than a gimmick. Project Upbeat, along with a thousand other demonstrations throughout the country attest to this. New Careers is a realistic method for coping with the urban crisis in education and other human services. It is gratifying to this particular voice in the wilderness that the Office of Education has joined the battle through its Career Opportunities Program.

#9 Public Service Curricula Project Upbeat did point up the urgency for new curricula, occupationally oriented, to train for the public service. Thanks to Project Upbeat, Pasadena City College has been able to activate and field-test the teacher assistant curriculum (1969-70 Catalog). Public service curricula are expensive to initiate involving as they do lower teacher-student ratios in order to cope with coordination of the community experiences which must be the chief training tool.

#10 Cooperative Education Project Upbeat served, again in its own small way, to dramatize the emerging need as now identified in very high places for community colleges to come to terms with the reality of the cooperative work-study approach in training programs for the public service, - and in meeting the demands of alienated students for relevancy. The timing of the project coincided with significant revisions being made in the State's Education Code enabling community colleges to receive more adequate state reimbursement for work experience classes for credit. It is now possible for students to apply 16 units of field practice toward the 60-64 units required for the AA degree in certain occupational curricula. Project Upbeat rode the crest of the wave. It was timely. Not all projects can make that statement.

#11 Field Coordination Project Upbeat demonstrated to its own satisfaction at least that the faculty member responsible for coordination of field practice must have more assigned time, and still more assigned time to do the job adequately. To date, however, the demonstration has not spilled over into so-called regular schedules of coordinators/ instructors of urban community development work-study classes. They are still saddled with a caseload of at least twice too many students in field assignments. Continuing demonstrations are needed to re-condition board members, administrators and even academic senates to the realities of updating teacher load formulas to meet the challenge posed by superficially expensive but in the long run self-sustaining cooperative education programs. The lower teacher-student ratio required for effective field coordination needs to be balanced off against the fiscally attractive fact that community agencies are providing expensive laboratory space for facility-shy campuses. The community can be used as a classroom, and it should be.

#12 Career Employment In every contact with agency personnel, project staff and trainees have been alerting the public services to their responsibilities for providing meaningful career employment for the unemployed and the under employed. Much still needs to be done in this area; basic institutional change is required. A manpower revolution is in the making. Project Upbeat could not hope to do the job by itself; at best it could gadfly. That it did.

#13 The College and the Innercity Project Upbeat did serve to strengthen the training institution's efforts to cope with its own immediate innercity problems. Pasadena City College, by virtue of its location in a community that represents a microcosm of the urban crisis, and by virtue of its many varied programs for the disadvantaged, is emerging as a kind of demonstration center for career education. But it still has a long way to go to support goals with necessary commitment.

b Project Components Project Upbeat consisted of two basic components: 1) the trainees' ongoing jobs as educational aides; and 2) related inservice education, now usually identified in HEW and other task force reports as "career education."

In Project Upbeat the burden of relating career education to trainees' ongoing jobs rested with the training institution, i.e., Pasadena City College. Upbeat's director maintains that this is as it should be. It is incumbent upon the community college to take the initiative (Lesson #1, see page 5, this Report). For reasons noted below the employing agency needs help. Assisting agencies is part of the community college's emerging urban extension role.

The groundwork for Upbeat's career education component was laid 1965-68 when the college established and implemented job-related curricula in the human services and concurrently developed necessary job-related courses. (See APPENDIX VIII for copies of curricula and for course descriptions)

Building the superstructure proved to be much more difficult. The College had to sell career education to agencies only theoretically committed to career development. In Project Upbeat neither the profession involved (education) nor the cooperating agencies (Head Start, public schools) had come to grips with the kinds of career education their nonprofessionals needed, or with the fact that aides needed career education in the first place.

It can be said for Head Start that it had been trying to cope with career development in various ways even before that concept was an in thing. Many excellent inservice training programs had been devised by Head Start, - but without credit, the essential ingredient for any career ladder program leading into the credentialed society. Head Start had also pioneered in exciting leadership training institutes, some eight weeks in length, sponsored and conducted by four-year colleges and by universities. Aides were included. It is only very recently that these institutes have resulted in any kind of college credit, frequently banked in the sense that if and when the aide qualifies for admission the credit can be redeemed. Head Start's Supplementary Training Program goes a step further by recognizing the need for college education with credit, but STP is not career education. It does not build on a career ladder. It does not importune agencies to come up with career ladders. Nor does it inspire any great institutional change in the colleges. Quite the contrary, for STP goes on the assumption that college education is good in and of itself.

ESEA administrators have little concept of career development, which is not surprising since ESEA guidelines have been and are silent on the subject. In turn this is not surprising since ESEA guidelines all but ignore aides, and are silent on New Careers. It is only very recently that ESEA has caught up with the concept of parent/community involvement, and only a few administrators grasp the possibility of implementing this concept through the use of aides recruited from target parents. It will be at least another year before career development becomes an explicit ESEA objective. How then could school districts be expected to know what to request of colleges in the way of career education?

And so it was that the applicant institution, a community college, took on its new role as catalyst for change within the educational establishment. Upbeat's career education component started with the trainee's job as an educational aide. That job became the chief training tool. The College played the game by giving academic credit for that job, through Sociology 226, Community Development Field Practice. The content of the two related theory courses to which trainees were to be assigned (both new courses, 1969-70 Catalog) grew out of the preprofessional needs of the trainees as they coped with day to day problems and role relationships on the job. These two related theory courses were Education 130, Introduction to Educational Assisting and Sociology 127, Professional/Nonprofessional Roles. (Refer to section 3, above, Staff, also comments on Objective #2, section 5 a, above)

Even before the first training session got under way, the College was being importuned to include the techniques of TESL (Teaching English as a Second Language) in the career education component. (See minutes, Advisory Committee, APPENDIX V) There was no doubt but that the bilingual aides could use and would want some TESL techniques, but to do the job properly called for an additional training session. To this end a special request was submitted to Washington, June 19, 1969 (reproduced as APPENDIX IX), but necessary additional funds were not forthcoming. A TESL expert did participate in one or two class meetings during the first training session. Temporarily at least the College sidestepped an emerging challenge. A two-year AA degree curriculum in TESL for ghetto/barrio aides is not unrealistic; it is coming to be a must. As a starter the College is offering a new course in barrio Spanish fall semester 1970. In the meantime the College has for years been offering a variety of ESL courses for foreign students. It's a switch to apply the concepts to ghetto/barrio residents, especially to ghetto residents. It offends our sensibilities to acknowledge that three-five-ten generation Americans need to learn standard English as a second language. The COP Council for Upbeat '70 will of necessity have to ponder the challenge.

c Linkages: Cooperating Agencies It cannot be reiterated too often that "linkage" is the sine qua non of career development. (See previous comments under Staff, above; comments under Objective #2, section a, above; also pp. 14-19, APPENDIX I)

d New Techniques The utilization of the nonprofessional staff assistant as an instructional aide was a highly successful "new technique" insofar as the College was concerned. (See pp. 19-21, APPENDIX I) More specifically, Mr. Guzman reports as follows:

> This staff assistant was also very effective in coordinating the college and the agency functions as they relate to the study and work of the Project's trainees. The trainees through the staff assistant were able to relate to all components of the Project. Because of the staff assistant the instructor was enabled to conduct the theory class in a democratic and realistic manner. Briefly stated, the Project staff early realized the importance of an "aide" in their own component of the program operation and utilized this person according to the philosophy of the Project: an aide is a team member who should be given a meaningful and important role in the realm of differentiated staffing.

Another new technique has already been described, i.e., building the career education component around the trainee's ongoing job as an educational aide. Using the job as a training tool is what makes the difference between "supplementary training" and true "career education." (See Section b, above, Project Components)

A third "new technique" grew out of the unexpected opportunity to film the project. Filming took out a week in the midst of a hectic, telescoped first training session which was only six weeks long to begin with. It could have been a period of nothing but confusion compounded. As it turned out it was a pause to consider goals and objectives. The video taping achieved a purpose other than being an end in itself. Trainees had the opportunity to interact openly with members of the advisory committee; school and college administrators, as well as a school board member or two, committed themselves publicly to concepts they were being called upon to implement through the project. The film did not bring about any millenium but it was a good inservice education technique. The Hawthorne effect was more than validated. Trainees bloomed. Agency and college staff preened. The film brought out the ham in all of us. We loved it, every agonizing minute of it.

The film itself turned out to be a complete bust. Technology let us down, but as usual the human factor was the villain, - something about failure to syncronize videotapes soon enough with 16-millimeter film. But the process itself was beautiful, and highly recommended as a "new technique."

Five sequences were particularly effective and would have been useful for training purposes and for inservice education of professionals. Too bad they are lost to posterity:

1) The meeting of the Advisory Committee, July 17. (See APPENDIX VI)

2) Head Start sequence, taken on the site, with Domingo Martinez, trainee, interacting with children, teachers and parents.

3) Round table discussion in Board rooms, Los Angeles City Board of Education, with Mrs. Georgiana Hardy, member of the Board, with top level administrators of the Los Angeles City Schools, and with Henry Guzman, Upbeat Staff.

4) Round table discussion at Education Center, Pasadena City Schools, participants including intergroup and other key administrators, also director of the Pasadena Education Association.

5) Class discussions on at least two occasions showing interaction between trainees and instructor (Mrs. Brown).

e The Informal Program The filming of the project, described above, was part of the "informal program." (Also see comments below under Project Calendar relative to instructional class activities).

An informal activity took place on July 3, 1969 which deserves special mention. Don Davies came to the campus, accompanied by a retinue from UCLA, including the newly appointed member of the Leadership Training Institute, Dr. Simon Gonzalez. Other nearby EPDA/C-D project directors were invited; two showed, - Ross Hancock, Los Angeles Unified School District, and Fenwick English, Temple City Unified School District. Several trainees participated in the seminar chaired by Dr. Armen Sarafian, President, Pasadena City College. Then Mr. Davies and Dr. Gonzalez met individually and collectively with trainees. The professionals listened and learned from the nonprofessionals, just as the original proposal opined could happen:

> Probably one of the most important things the College has learned is that we have no monopoly on teaching, and, more to the point, that we have much to learn from the disadvantaged, for only they know what it means to be poor. In many respects the disadvantaged are teaching us more at this time than we are teaching them.... They have much to teach the professional. Incidentally it should be observed that many of the disadvantaged are remarkably articulate; they have well developed aural learning capacities.

f Project Calendar The project director is asked to comment critically on beginning and ending dates and duration of the program, on distribution of staff and participant time for formal instruction or unstructured activities, etc. These points have already been covered in previous pages of this report; see section on Planning; comments on need for follow-up supportive services under Staff; comments on staffing snafu created by the calendar, also under Staff; sections on Orientation, Project Components, New Techniques, and The Informal Program.

Neither of the two coordinators/instructors assigned to the Project was uptight on structure. Each had a loose over-all lesson plan for the semester's activities, with goals, objectives and course content developed with the assistance of advisory committees on which trainees were represented. Individual class sessions were also loosely structured; they had to be. Daily lesson plans had to be built around the previous session's activities, expected and unexpected, and around the coordinator's discoveries in the field. They had to be able to give way to felt needs of immediate concern to individual trainees, and they had to be adapted to involve agency supervisors as and when they were able to visit the class, particularly during the second training session when their presence was so necessary. In class sessions, agency staff and trainees were able to hold many informal, but important discussions pertaining to role relationships, problems which related to trainee jobs and personal lives, and possible solutions to the problems. There was much feedback on the part of the trainees as it related to their roles as aides during these informal discussions. Subsequent awareness and sensitivity pertaining to their jobs followed because of the informal structure of the class.

Instructors called on outside experts as needed, e.g., and ESL expert during the first training session, a group process trainer and an evaluator during the second training session. Some field trips were undertaken, e.g., the visit to the Reading Research and Demonstration Center, Santa Barbara City Schools.

II OPERATION OF PROGRAM

6 Evaluation

The revised proposal (January 1969) included the following statement on evaluation:

> The College intends to undertake an intensive evaluation of the project as part of the project. In itself the project constitutes ongoing action research, and adequate records will be maintained by participants, including trainees, to serve as basic source data.
>
> The project director will supervise the entire evaluative process; the project director has done considerable research, including a PhD dissertation. The College's Director of Institutional Research will be asked to assist in development of a research design. There will be a special advisory committee on evaluation, and a research director under the supervision of the project director. It may prove advisable to contract out the evaluation.
>
> Details of the evaluative process have not been worked out at this time; of necessity they must evolve from actual operation of the project.
>
> An effort will be made to involve the Southern California Commission on Teacher Education and Professional Standards of the California Teachers Association. This group needs to come to terms with the recommendations and findings of NCTEPS. As Don Davies is only too well aware, the beat goes on in Southern California, but faintly. Only a few superintendents and even fewer teachers are hearing it.
>
> It behooves the Southern California CTA to spend a little research money of its own on how a teacher goes about utilizing an indigenous nonprofessional without feeling threatened. The President of SC/CTA is interested; the chairman of the Southern California TEPS Commission is becoming interested as well. The Commission recently heard a report on the Washington, D. C. conference on the paraprofessional held January 9-10. The SC/CTA's Good Teaching Conference being held January 31, Los Angeles, will include a section on Utilization of Teacher Aides at the Elementary Level. The project director has been invited to participate.

Such delusions of grandeur! The director's middle name must be De Gaulle. But the following evaluative activities really did take place during the course of Project Upbeat operations this past year:

1 May 19, 1969 - first formal meeting of Advisory Committee, primarily to plan course content for Education 130 (first training session to begin June 20). See minutes, APPENDIX V.

2 July 17, 1969 - meeting of Advisory Committee, to consider progress of Education 130, to recommend course content and techniques for Sociology 127 (the theory class for second training session, fall semester), and to advise on evaluation procedures and techniques. Meeting was video-taped for film. See minutes, APPENDIX VI.

3 July 14-18, 1969 - the pause to consider occasioned by filming of Project. See II 5 d, New Techniques, above.

4 September 5, 1969 - meeting of Advisory Committee's subcommittee on evaluation. See minutes, APPENDIX VII.

Special note: Dr. Lorine Prochaska from PACE (Project to Advance Creativity in Education, ESEA Title III Planning Grant) was authorized by PACE director to work with Upbeat Staff on an evaluation schema using baseline data from Sociology 127 class sessions.

5 Fall semester 1969 - in-class evaluative analyses under guidance of Dr. Lorine Prochaska, resulting in tentative flow chart for research design and in clarified role definitions to be utilized as baseline data for developing behavioral objectives, especially for Upbeat '70 which was in process of being negotiated. See flow chart and that of role concepts, APPENDIX X.

6 Fall semester 1969 - in-class evaluative analyses under guidance of Mrs. Lois Williams (cross reference to Section II 3, Staff) leading to trainee evaluations of training program. See APPENDIX XI for copies of letters written by trainees at end of second training session.

7 Spring semester 1970 - overload assignment for Henry Guzman to pull together and synthesize accumulated evaluative data, particularly on individual trainees. Much of his time has been spent in conferences and workshops stimulated by Dr. Prochaska looking to clarification of Upbeat '70's objectives (behavioral yet).

Insofar as Upbeat '69 specifically is concerned see APPENDIX XII, which combines Handbook requests for three types of trainee data:

a roster of participants, showing for each: 1) name, 2) home address, 3) pre-program school address and, if different, 4) post-program school address;

b extent to which the substantive content of the program successfully related to the trainee's ongoing job as a teacher aide; and

c conclusions on extent of change in individual trainee's knowledge, attitudes and job methods, etc.

Relative merits of program components and techniques have been discussed critically and at some length throughout this report. Special reference should be made to comments under II 3, Staff, relative to need for in-depth follow-up counseling; also to all of Section 5, Program Operation.

Since Upbeat '69 blends into Upbeat '70 (and hopefully '70 into '71) there should be continuation of evaluative follow-up studies of participants and staff. To complete records the COP Council needs to back up to retrieve important information on Upbeat '69 trainees no longer in attendance at Pasadena City College. Any plan for a long-term evaluation depends on the ability of Upbeat '70's COP Council to convince BEPD/COP that Project Upbeat should be selected as one of the twelve projects for in-depth study. See APPENDIX I, pp. 14-25, for reasons why Upbeat '70 is a heuristic model for FY 71.

III CONCLUSIONS

Before any conclusions can be drawn, Upbeat '69 needs to be put in perspective:

> Project Upbeat '69 involved 36 trainees, representing an infinitesimal number of educational aides employed in Los Angeles County.
>
> The number of school districts was equally infinitesimal, and only a few Head Start delegate agencies were involved.
>
> As far as Pasadena City College was concerned, Upbeat affected only a fraction of the more than two hundred nonprofessionals enrolled in urban community development work-study classes.

Considering the above facts of life, the director's surname would have to be DeGaulle to come up with the kinds of conclusions requested by the Handbook, i.e., conclusions "reflecting the most significant aspects and outcomes of the program" in terms of changes in "knowledge, attitudes, methods, or all three, of the participants and participating staff and even institutions as well."

Considering its size, Project Upbeat could have only gadfly effect on the educational establishment. The Los Angeles Unified School District, for instance, couldn't care less that only five of their aides were recruited and that two had to drop out fall semester. Likewise the Pasadena Unified School District was indifferent to the fact that four of their seven trainees found it necessary to drop out during the second training session for lack of district support. Head Start was pretty indifferent to Upbeat expectations but did care enough to backstop Upbeat '70's concentration on early childhood education. (James E. Emerson, Director, Career Development and Technical Assistance, Head Start/Washington, co-signed the Upbeat '70 proposal.)

The project had more visible impact on the sponsoring institution, Pasadena City College. It did enable the College to activate and field-test the teacher assistant curriculum. (See II a, Program Operation)

Also refer to comment under II 6, Evaluation, to the effect that relative merits of program components and techniques have already been discussed critically and at some length throughout this report. Repetition here is uncalled for, but within the limitations defined above and for what they are worth here are some added comments as specifically requested in the Handbook.

Major Strengths & Weaknesses Upbeat's major strength was also its greatest weakness. Its strength and weakness lay in its design which anticipated EPDA's 1970 priority, the Career Opportunities Program, as well as many emerging '71 priorities, and in its operation which field-tested many key COP assumptions and concepts as they were evolving. A pointed question was raised in the original proposal May 1968 and is still with us: Does it really pay to be two years ahead of the game? Innovation is all well and good, but it has its uncomfortable moments. Who wants heresy? And only an utter nut wants to be a heretic all of the time.

Successes and Failures Even after forty pages and more of narrative plus twelve bulky appendices, successes and failures elude the director. Upbeat '70 should tell more of a tale. Continuity is needed to assess the true situation. Today's success may be tomorrow's failure.

Judgment of Trainees The director is still not too sure what she has been hearing trainees say. It seems that to the extent that Upbeat opens new vistas and encourages trainees to be self-respecting individuals in their own right, trainees are relatively happy if slightly perturbed by their rising expectations. It also seems that to the extent that Upbeat makes little real impact on the local school districts in which trainees are working as aides, trainees become restive and discouraged in their newly recognized roles as change agents. Rising expectations also begin to get in the way. Heresy becomes doubly uncomfortable for grass roots change agents. They have no place to hide.

Unique Feature New Careers was Upbeat's unique feature. 'Nuff said?

Final Analysis In the final analysis as asked for in the *Handbook*, the director can candidly say that what Upbeat '69 really accomplished was this: it survived. ¡Viva Upbeat '70! ¡Arriba! ¡Arriba! ¡Arriba!

b Statement of Need - Rationale for Project Upbeat Renewal, FY 1970

The rationale for the renewal of Project Upbeat for FY 1970 is based on two premises: first, in design Project Upbeat FY 1969 is not only a model for the Career Opportunities Program, but it anticipates some emerging FY 1971 priorities as well; and second, in operation this past year Project Upbeat has been field-testing concepts and assumptions of significance to the Career Opportunities Program, looking to FY 1971.

1 Project Upbeat FY 1969: Model for 1970. In its design, Project Upbeat FY 1969 anticipated many FY 1970 EPDA priorities, also some emerging FY 1971 priorities:

a) New Careers. Project Upbeat FY 1969 is New Careers in action. (See brochure, Exhibit 1). Project Upbeat did not discover New Careers in education. It merely read into EPDA guidelines an inevitable trend as well as an on-going fact of life. In EPDA's 1969 guidelines, issued in the spring of 1968, New Careers was little more than alluded to. By the end of 1968, however, New Careers had become a mandate. In fighting the battle of the budget with a pragmatic, manpower minded Congress, the new Bureau of Educational Personnel Development learned a lesson in realpolitik. The Career Opportunities Program was born of necessity. It has since been nurtured at the expense of other BEPD programs until now it claims almost one-third of total anticipated expenditures for FY 1970.

Project Upbeat FY 1969 was categorized as a COP activity as early as January 1969. There are some indications that even before it became a bureaucratic reality, Project Upbeat was suggesting directions for the evolving Career Opportunities Program. Be all that as it may, it did become a COP model if for no other reason than that it was one of very few COP projects in existence during FY 1969. A film was authorized in July 1969, during the first training session. It was BEPD's intention to use the film during the period of COP proposal building in the fall of 1969.

Secretary Finch's recent pronouncement of HEW dedication to the administration's expressed commitment to a career policy for all Americans promises to give a continued New Careers thrust to EPDA programs, FY 1971.

b) Career Development. Project Upbeat FY 1969 stressed the basic concept of New Careers, i.e., career development. Project Upbeat assumed that staff differentiation without career development was sterile as an instrument of institutional change. The project recognized, however, that career development was impossible without staff differentiation, the primary EPDA goal FY 1969. To achieve staff differentiation, then, with concomitant institutional change, career development was the only way to go, from the bottom up, that is. Project Upbeat FY 1969 went that-a-way, and will continue to do so during FY 1970.

In effect career development has become a top COP priority. EPDA, FY 1970, continues to stress its dominant theme song of staff differentiation, but through COP the melody has become a contrapuntal etude accenting career development through the career lattice concept.

c) Career Education for Nonprofessionals. Project Upbeat FY 1969 zeroed in on nonprofessionals already on the job as educational aides under a variety of soft-money programs such as Head Start, Follow Through, ESEA and other compensatory education activities. The existence of these aides was pretty much ignored in EPDA guidelines FY 1969. They have since become COP's target group. COP training programs are aimed at them primarily, with retraining of professionals a complementary goal.

FY 1970 guidelines do not use the term "career education." Neither did Project Upbeat FY 1969 for that matter. Career education is an emerging FY 1971 catch phrase. See comments under "Career Education and the Community College," g), below.

d) Training vs. Stipends. Since Project Upbeat trainees are employed during the school year as educational aides under the programs previously noted, most of the 1969 grant has gone into training rather than into stipends. COP follows along these same lines. In fact use of EPDA funds for stipends during the academic year is not only de-emphasized it is downright discouraged, even for aides, much to the detriment of viable projects for Viet-Nam-era veterans.

e) Focus on the Disadvantaged. One of EPDA's national priorities FY 1969 was projects for the "disadvantaged." Spelled out, however, the term applied only to the children incidentally served by the training projects, not to those being trained, or retrained. Project Upbeat FY 1969 goes further. It addresses itself to the basic purpose of New Careers, which is to provide an alternate route into our credentialed society aimed at those now locked out: the minorities, the poor. By recruiting from the ranks of New Careerists, Project Upbeat FY 1969 put the spotlight on the low-income minority background of the new educational personnel serving "disadvantaged" children, thereby suggesting new sources for personnel to be tapped by school systems.

COP guidelines FY 1970 go in this same direction. They stress "attracting low-income people to new careers in schools serving low-income people," thus bringing new kinds of people into the schools.

f) Work-study. Project Upbeat is built around the New Careers strategy of hire first, train later. The career education component starts with the trainee's job as an educational aide. Academic credit is given for this job, for it is the chief training tool. Theory courses grow out of the professional needs of educational aides coping with day-to-day problems and relationships. Work-study thus becomes a teacher training device at the lower division level, a revolutionary concept in teacher education. It makes it possible for the New Careerist to become credentialed while he works.

Work-study is a key but still muted COP concept. However, it is emerging as more and more of an educational priority FY 1971. It is a realistic vehicle for implementing the goals set forth in the first and second reports of the National Advisory Council on Vocational Education (July 15, 1969; November 15, 1969). It applies not only to secondary schools but to higher education. For instance, witness the work-study challenge tossed out to the National Council of State Directors of Community-Junior Colleges by Dr. James E. Allen on November 10, 1969. Also, the Hill (e.g., the proposed Comprehensive Community College Act) is not unappreciative of the work-study concept as a means of closing the opportunity gap. In the meantime, cooperative education is on the upswing in four-year colleges and universities.

g) Career Education and the Community College. The prime contractor for Project Upbeat is a community college. In this respect Project Upbeat is out of kilter with FY 1970 guidelines which stress the LEA as the prime contractor, "in line with the COP objective of encouraging improvement in schools."

In no uncertain terms, as the bureau of Educational Personnel Development knows only too well, Pasadena City College has expressed its objections to the COP regulation that singles out the local education agency as the prime contractor to the virtual exclusion of an institution of higher education, especially the community college. Pasadena City College does not take exception to the COP objective of encouraging improvement in schools, nor is the College unaware of nor unappreciative of existing disenchantment in high places with higher education's poor performance when it comes to bringing about institutional change. What Pasadena City College does object to is the non-role assigned the community college in COP guidelines. The community college has more to offer than serving as silent partner in the training process.

COP guidelines notwithstanding, Project Upbeat FY 1969 does seem to have anticipated an emerging FY 1971 priority. There is a community college thrust both on the Hill and in the White House. Senator Harrison A. Williams hopes to close the opportunity gap through his proposed Comprehensive Community College Act. The Administration commits itself to a career policy for all Americans. In his speech before community college administrators in Washington, October 3, Secretary Finch singled out the community college as the capstone institution for such a career policy. Career education becomes the name of the game to be played by the community college, he continued. Career education is what Project Upbeat is all about.

There has never been any doubt in the applicant agency's mind about the unique role of the community college as a catalytic agent for institutional change in education, both K-12 and higher education (including the community college itself since by its very nature it must be geared to instant change). If the comprehensive community college did not exist it would have to be invented to achieve COP aims and objectives. But the community college cannot do the job alone. It is an active partner in a team effort. This too is what Project Upbeat is all about. (See "Coordination," under part 2, below).

/2/ Field-testing: Heuristic Model for FY 1971. In its operation, Project Upbeat FY 1969 has been field-testing many key COP assumptions and concepts. During FY 1970 it could provide a heuristic model for FY 1971.

a) Linkages. Project Upbeat FY 1969 involves two broad types of agencies: Head Start and public schools (ESEA and other compensatory education programs). See Exhibits IIa and IIb for agency identification of New Careerist trainees summer 1969 and fall 1969 training sessions.

This year's experience reveals many things about linkage. First, there is more to linkage than perfunctory paper commitment or token achievement through the enrollment of New Careerists in career education classes. In other words, linkage is more than a side effect or incidental dividend accruing from other facets of the project. Linkage is a crucial dimension. Career development depends on forging real linkages. It is impossible of achievement otherwise.

COP guidelines mandate linkage, but spelled out they tend to discourage the process. For one thing they favor projects identified with public school systems and with those systems utilizing large numbers of aides (pp. 8-10). These regulations will need to be very liberally interpreted if still another COP priority is met within their limitations: the COP mandate to build on efforts already underway under programs such as New Careers (Labor), Head Start, Follow Through, etc. (pp. 18, 27). These programs do not lend themselves readily to the restrictions noted above. Yet, looking to FY 1971 and congressional implementation of the administration's stated commitment to a career policy for all Americans, model FY 1970 COP projects should be field-testing such linkages.

To this end, Project Upbeat FY 1970 concentrates on linkages with but two agency activities, namely, Head Start and Follow Through, and with a limited number of delegate agencies. The local Follow Through program is co-sponsored by the Los Angeles County Schools. With this situation as a guide, the Head Start delegate agencies to be selected for participation will be from among those co-sponsored by the same umbrella agency. In this way Project Upbeat FY 1970 will be able to do two things stipulated in the 1970 guidelines: involve "local educational agencies" and at the same time forge linkages with at least two soft-money programs, Head Start and Follow Through.

Head Start and Follow Through are much more committed to and knowledgeable about the New Careers philosophy than ESEA programs generally, or other specifically identified New Careers programs for that matter. Both programs are committed nationally to career development; guidelines on career development have already been disseminated. However, implementation at the agency/site level is another thing, as we have long since discovered at Pasadena City College in conjunction with our community development program. This is where a COP activity like Project Upbeat comes in. With its emphasis on career education for New Careerists, Project Upbeat can implement paper commitments and thus be a force for institutional change from the bottom up. Looking to FY 1971, Project Upbeat can continue to field-test linkage patterns which might realistically be applied to other New Careers programs, not only in HEW but in the Department of Labor, including the new Public Service Careers Program, also in other departments, e.g., JOBS.

By concentrating on Head Start and Follow Through activities, Project Upbeat FY 1970 will be forging a link with another BEPD priority, Early Childhood Education. Guidelines stress this linkage, and rightly so. This is a field of critical personnel shortage. Also it is an educational field in the midst of flux and change. Head Start programs, and now Follow Through programs, to say nothing of Sesame Street, are challenging rigidly held early childhood education concepts. The medium has indeed become the message. Through the early childhood education door, Project Upbeat FY 1970 can bring career development concepts into play in a selected number of local school districts. Through the same door, career development can come to traditional teacher training programs.

b) Coordination. To repeat, linkage is a crucial dimension of career development.

Spelled out, linkage becomes coordination between the training institution and the cooperating agency. In effect there are two sides to COP's coin of the realm, career development. One side of the coin is staff differentiation, the agency's responsibility. The other side of the coin is career education, essentially the training institution's responsibility. One without the other is meaningless. Coordination is the meld that makes a coin out of what otherwise can remain two discrete but theoretically interrelated entities.

Project Upbeat FY 1969 seeks to achieve workable coordination through an extension of the college into the community. It is this urban extension role that puts upon the community college the burden of being the capstone institution for a career policy for all Americans. Through Project Upbeat it has been possible to give the coordinator/instructor of work-study classes more assigned time for work in the field. The project demonstrates the great need for more and more assigned time to do this job effectively. But even so, the coordinator/instructor has an almost impossible job. His job, in the final analysis, is bigger than the college because a major part of the problem is staff differentiation, an agency responsibility.

What has the College discovered about coordination during its four years of experience with its community development program, including its one year of experience with Project Upbeat? For one thing, the College has found that while all agencies have common problems, - how to utilize and train non-professionals, - agencies are too diverse for concentrated attention by the regularly assigned coordinator. In one class an instructor may have aides from the Concentrated Employment Program, from Head Start, from ESEA Title I schools, and from the Neighborhood Adult Participation Program. Even with additional assigned time and a narrower range of activities, the instructor of Project Upbeat work-study classes found he could not do the whole job of coordination.

A major problem is that the college is being pulled into the vortex of the manpower revolution going on in any agency coping with New Careerists. The college finds that New Careers concepts are foreign even to agencies with career development guidelines calling for action. Staff differentiation is an unknown concept or at best it is misunderstood. Yet these same agencies are using aides, the foundation of a staff differentiated pyramid. Too many agencies, it seems, are using aides as the price they feel they must pay for being otherwise funded. But regardless of limiting job descriptions New Careerists by their very nature are change agents. Small wonder that professionals feel threatened and go uptight about job redesign, the basic institutional change they find they must face.

Even as a capstone institution liberally funded, the community college cannot begin to do the whole job with agencies. The agencies themselves have to want to change (one of the cardinal principles of community development, the science of social change). It is not enough for the coordinator/instructor to have one leg in the agency and one leg in the college. The agency must be similarly involved. Its project-liaison staff member must have one leg in the college while keeping the other leg in the agency. Changing metaphors in midstream, the problem is simply this: it takes two to tango. Project Upbeat FY 1969 only partially succeeded in pulling the agency out onto the dance floor. A new course, Sociology 127 (New Careers: professional/nonprofessional role relationships) was designed to be the vehicle for achieving more effective coordination. The active involvement of agency supervisors and agency directors in Sociology 127 class sessions, however, is proving to be an elusive reality. Only two or three joint sessions have been feasible, even with project funds available for outside speakers and for partial stipends of participants. Agencies are not yet geared to the need to give released time to staff for such in-service education. They are only beginning to recognize the need to retool professionals. Even where agency cooperation has been forthcoming, supervisors have proved reluctant, threatened as they are by nonprofessionals.

Yet professional/nonprofessional role relationships are the nitty-gritty of New Careers. COP guidelines may have the answer to the dilemma. The 1969 emphasis upon individual participants in training programs has given way to institutional and/or team participation. COP provides for underwriting team leaders, who are agency based. Without them staff differentiation can be an empty gesture. Through utilization of team leaders Project Upbeat FY 1970 may have the clout it needs to effect real agency involvement and institutional change. Project Upbeat FY 1970 accordingly earmarks much of its anticipated budget for team leaders. Through their judicious use it may be possible in fact not just in theory to place major responsibility for teacher training on local school districts instead of abdicating it to higher education.

c) Nonprofessional Staff Assistant. Project Upbeat FY 1969 has three staff members: a part-time director (approximately 1/5 time through a combination of released time and overload), a half-time assistant director (in effect a full-time coordinator/instructor, with more than the usual amount of assigned time for work in the field), and a nonprofessional staff assistant.

The position of nonprofessional staff assistant is a new experience for the College. The following explanation for this position appears in the budget approved by EPDA/BEPD in March 1969:

> This project will practice what it preaches by employing a nonprofessional to serve as a very necessary bridge between indigenous trainees and the several establishments involved in the project: soft-money agencies employing the trainees during Stage I and Stage II; cooperating agencies providing volunteer work opportunities to trainees on stipend during Stage II; hard-money agencies employing aides in September (cooperating schools); and, finally, but not least, Pasadena City College.

The staff assistant was employed as of June 1, 1969; she will complete her assignment January 30, 1970, when the project officially ends. The staff assistant is black.

The staff assistant was particularly valuable during the three week period June 1 - June 23, just prior to the first training session. She handled last minute recruitment details, she called on cooperating agencies, securing necessary letters of reference and other documents from applicants. She also participated in speedline admission/programming of selected trainees. During the first training period, June 23 - August 1, the staff assistant ran interference in connection with stipends. She handled stipend documents for accounting and facilitated prompt and frequent payment of stipends to trainees. The staff assistant was also utilized by the theory instructor as a teacher aide in Education 130 (Introduction to Educational Assisting). She was given released time to enable her to enroll in Education 130 which met three afternoons a week (2:20 - 5:40 p.m.). Her involvement in the class made it possible for her to build up necessary rapport with trainees. The staff assistant handled innumerable details involved in the filming of project activities during July.

During the fall training session, the staff assistant has been utilized more extensively as a teacher aide in the classroom, in addition to continuing to assist in the field. In the field the staff assistant works directly with the trainee; she does not attempt to rate the trainee. This is the responsibility of the coordinator/instructor, whose field contacts include agency staff as well as trainees on the job. The staff assistant's field contacts provide another, much needed perspective on professional/nonprofessional relationships, thus enriching the coordinator/instructor's grasp of the affective problems involved. The staff assistant continues to be registered in the work-study core class (Sociology 127, Professional/Nonprofessional Role Relationships).

In practice the nonprofessional staff assistant has been serving as a lay counselor. There is no doubt but that a lay counselor is needed in any project reaching out into the community to involve minorities or the poor. The College acknowledges this need in its own outreach and in-house activities at the relatively new Community Adult Training Center. Student recruiters and counselors, selected from among hard core dropouts, are being effectively utilized by the Center. In the new Student Resources Center to be funded under Senate Bill 164 (State of California) student (nonprofessional) recruiters and counselors are an important and essential part of the total program.

Project Upbeat's experience this past year would seem to validate the inclusion of a nonprofessional staff assistant in the 1970 design. The COP Council now in the process of being activated may think otherwise, as evaluative data begin to be interpreted, or the Council may recommend two or more part-time lay counselors. In the meantime, however, the tentative budget includes such an assistant on a full-time basis.

d) Intensive Summer Training. Project Upbeat FY 1969 provided intensive training for aides during the summer of 1969, in line with directives contained in the guidelines. Since most of the aides were being laid off some or all of the time during training, what with Head Start centers and schools closing for the summer, several qualified for and received stipends.

Aides were enrolled in a work-study core class (5 units of credit) which constitutes a full program during the concentrated six weeks summer session. To justify credit in their field course (Sociology 226), which represented at least one-half their college program, aides on stipend did volunteer work in ongoing summer schools or community agencies. The theory class, Education 130 (Introduction to Educational Assisting) had a challenge but did not have to strain too much to be job related. Trainees were only a week or so removed from actual experience in the classroom as educational aides and they could anticipate continuing as aides in September. Also summer replacement community experiences were relevant.

The intensive summer training program, however, was not all that it should have been, for two reasons. For one thing, stipends created problems. They provided a false incentive for admission to the program,being responsible for an inordinate number of applications. In spite of careful screening, buttressed by letters of reference, it must be admitted that a few trainees got in who were more interested in stipends than they were in career education. For these trainees interest has lagged, especially during the second training session. Some have dropped out, ostensibly for other reasons.

It is recommended therefore that any stipend money that might be used for trainees during an intensive training session summer 1970 be set aside for use during the summer of 1971 to enable really motivated trainees to take a full college schedule during one of two six weeks summer sessions. In six weeks a student is able to earn six units, a full program. By summer 1971 trainees should be ready to work off general education requirements (English, speech, science, mathematics) toward the Associate Degree. Out of thirty-six trainees it is anticipated that at least twenty would be free to enroll for a full academic schedule. A few might even be qualified for enrollment at Pacific Oaks College, in upper division. Stipends the second summer would be in the nature of fellowships earned during the preceding academic year. Funds for stipends for twenty trainees for six weeks are earmarked in the proposed budget.

There was a second reason why the intensive summer training session, 1969, fell short of expectations. Because centers and schools were closed during the summer, regular supervising teachers and other agency staff were unavailable for joint participation in training sessions, a sine qua non of any effective training program. For reasons detailed below it is doubtful if stipends for professionals would have solved this problem.

The intensive summer training program was not all negative, by any means. Aides were successfully launched upon the training program. But what happened to them could as easily, or even more profitably have been postponed to fall when once again they would be back on their regular job assignments. For the ongoing job is the crux of training.

COP guidelines, however, stress the importance of intensive training for program participants during the summer of 1970. The assumption seems to be that aides will be having their first work experience the following fall. If this were true, then intensive training or orientation for them would be in order during the summer. However, with trainees recruited from among aides already on the job much of the raison d'etre for intensive summer training disappears. While such aides might well delay training until the fall semester, it must be conceded that supervisors and team teachers could still do with intensive summer training. How to do this effectively is the question. Even if summer work-study credit classes for aides are programmed for summer 1970, the 1969 experience showed that supervisors and team teachers might not be reached, even with stipends.

Short-term, non-credit summer institutes involving both aides and professionals might be an alternative. But these institutes pose many problems, mostly of timing. When should they be held, the first part of the summer vacation, or the last week or so? Because of staggered closing dates of Head Start centers the earliest a summer institute could get under way would be June 29 - July 3, which runs right into the long July 4th weekend. If delayed longer than this, aides and supervisors will have scattered. It is doubtful if even stipends could hold teams together. An early institute poses still another problem. A long hiatus between pretraining and the fall program might prove overwhelming. Many aides might well drop by the wayside before September, creating changes in the ranks of supervisors and team teachers. Professionals, too, might change their minds. Full institutional/team participation would be disrupted.

An alternative would be to schedule an institute early in September, or in late August, before centers/schools officially open on September 14, 1970. Timing difficulties are even greater.. The week of September 7-11 is a lost cause in California. Labor Day falls on Monday, September 7, and Admission Day, a holiday, is Wednesday, September 9. The previous weeks are not too good either. Many supervisors and agency/school staff will not be returning from vacations until September 1, some not until after Labor Day/Admission Day. Full stipends (maximum of $90 per week) may encourage but would not insure pre-school year participation in in-service training institutes. They might even distort the picture. What is true of aides is also true of professionals. Stipends tend to introduce a false incentive for training.

For the foregoing reasons, subject to change upon reconsideration by Project Upbeat's COP Council, it is recommended that intensive summer training, 1970, be dispensed with, and that the orientation/retooling functions of such a session be assumed by joint participation of professionals and nonprofessionals in work-study credit classes during the 1970-71 academic year. Every third or fourth class session could be organized to provide opportunities for such joint participation. Outside speakers could be brought in, also group process consultants. Such institute sessions will be particularly appropriate the second semester when the work-study credit class will be Sociology 127, Professional/Nonprofessional Role Relationships. Professionals will be involved by administrative edict as a condition of team leaders being partially funded by the project. Postgraduate professional credit may be possible through arrangements with such graduate institutions as Pacific Oaks College, or the Extension Divisions of California State College, Los Angeles, or the University of California, Los Angeles.

e) Teacher Training: A Partnership. See comments under "Coordination," part b), above.

b A Statement of the SPECIFIC OBJECTIVES of the Project in Relation to the Needs

1 To train 40 to 50 indigenous nonprofessionals as teacher aides/assistants for employment September 1969 in public innercity/ghetto schools in the Greater Los Angeles area, and in so doing

2 to retrain their professional counterparts as well as other education personnel in the public schools in the proper utilization and training of nonprofessionals, in order

3 to meet in a small, demonstrative, heuristic way the current shortage of certificated bilingual teachers as well as of teachers generally qualified to cope with innercity/ghetto conditions.

4 To break agency mindsets on feasibility and validity, also vitality, of college credit programs of inservice education for indigenous nonprofessionals.

5 To implement, in fact to activate, the Year of the Non-Conference pronouncements of the education profession (NEA/NCTEPS) by demonstrating the all-round impact of proper utilization of indigenous nonprofessionals to meet shortages of certificated personnel in critical areas, with particular reference to innercity/ghetto schools.

6 To bring home to the educational establishment the need to recognize the teacher aide as a full-time preprofessional deserving of an income above the poverty level.

7 To demonstrate the CAREER LADDER significance of the term "preprofessional."

8 To test out NEW CAREERS to determine the extent to which it is gimmick or panacea.

9 To point up to community colleges the urgency for new curricula, occupationally oriented, to train for the public service.

10 To pinpoint the need for community colleges to come to terms with the reality of the cooperative work-study approach in training programs for the public service.

11 In turn, to demonstrate the validity of community (work) experience as an integral part of the educative process to the extent that adequate released teaching time is allotted for its proper coordination.

12 To help alert the public services to their role in providing meaningful, career employment for the disadvantaged, and to importune them to become active, equal partners in the Urban Coalition.

13 To strengthen, to support the training institution's efforts to cope with its own immediate innercity problems and to play a meaningful role in the larger effort affecting the entire Greater Los Angeles area, - and the nation.

Trainees will be enrolled at Pasadena City College. A high school diploma is not required. The project will handle the details of admission.

College credit will be granted, five units per training session (two for community experience, three for theory), a total of ten units. Units may be applied toward the Pasadena City College Certificate for Teacher Aides, as well as toward the AA degree program for Teacher Assistants. Credits are transferrable to other community colleges.

Inquiries, including requests for trainee application, should be addressed to the Project Director, as indicated below. Completed applications are to be postmarked no later than May 16, 1969.

WHO?

Director, Project Upbeat

Dr. Ruth Macfarlane

Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106
Telephone: (213) 795-6961, Ext. 289

—A TWO-YEAR COLLEGE
SERVING THE PASADENA AREA AND
SAN GABRIEL VALLEY COMMUNITIES

PASADENA CITY COLLEGE
1570 EAST COLORADO BLVD.
PASADENA, CALIFORNIA 91106

APPENDIX III

Project UPBEAT

New Careers IN ACTION

EPDA Institute
for
Bilingual Teacher Aides
Pasadena City College

APPENDIX III

WHAT?

Project Upbeat is a New Careers program to upgrade thirty indigenous nonprofessionals now employed as teacher aides in antipoverty and/or compensatory education agencies.

for career ladder employment as bilingual aides in innercity/ghetto schools in Los Angeles County.

Project Upbeat is funded by the U.S. Office of Education, under the Education Professions Development Act (EPDA).

WHERE?

The general locale of Project Upbeat is **metropolitan Los Angeles,** including, of course, the greater Pasadena area.

Trainees will be selected from New Careerists already resident in or near **neighborhoods** of cooperating innercity schools.

The training institution is **Pasadena City College,** a fully accredited public community college.

WHEN?

June 23-July 31, 1969: First training session, Pasadena City College, three afternoons a week for six weeks.

September 15, 1969-January 30, 1970: Second training session, Pasadena City College, one afternoon a week for eighteen weeks.

WHY?

To field test the three basics of NEW CAREERS:
Basic Purpose: Provide an alternate route into the credentialed society, aimed at those now locked out;

Basic Strategy: Start with the JOB first, then EDUCATION and TRAINING;

Basic Concept: Build in career development as an integral, essential part of staff differentiation.

To help meet three pressing needs in urban education today:

Shortage of credentialed personnel equipped to cope with bilingual problems of innercity schools, e.g., barrio Spanish and ghetto dialect;

Widening communications gap between the innercity school and the indigenous community it serves;

Acute void in the education profession, as it faces the challenge of effective utilization and training of instructional aides.

Project Upbeat complies with Title VI of the Civil Rights Act of 1964:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

HOW?

Training sessions will be built around community experiences of trainees:

First session (summer 1969):

the community experience will be the trainee's ongoing job in an antipoverty agency. In case of summer lay-off a limited number of stipends ($75.00 per week plus $15.00 for one dependent, maximum $90.00) will be available. These trainees will do volunteer work in selected community agencies. The related theory class, to be held on the PCC campus, will be Education 130, Introduction to Educational Assisting.

Second session (fall semester 1969):

the community experience will be the trainee's job as an aide in a cooperating school. The related theory class, to be held on the PCC campus, will be Sociology 127, New Careers (changing roles of professionals, emerging roles of nonprofessionals).

Supervising teachers and staff of cooperating schools will be involved in both training sessions, particularly the second when aides are employees of cooperating schools.

Selection of trainees will be from among indigenous New Careerists with six months or more successful experience as teacher aides in such antipoverty programs as Head Start, Follow Through or ESEA. Letters of recommendation will be requested from agency supervisors.

Final selection of trainees will depend on residence in or near neighborhoods of cooperating schools, which remain to be determined.

PASADENA CITY COLLEGE

APPENDIX IV

Ed 130/Socio 226

Summer 1969

EPDA Institute

ROSTER, by Agency

HEAD START

Los Angeles County Schools

Sarah Agcawili-Mountain View (Volunteer, El Calvario Community Center, El Monte)
Carmen Gloria-Alhambra (Volunteer, MERCI-Mentally & Emotionally Retarded Children Institute, Monterey Park)
Mary Lugo-Azusa (Volunteer, Lee School, Azusa)
Luna Mitchell-Lawndale (Volunteer, Sleeping Beauty Child Care Center, Los Angeles)
Barbara Moreno-Norwalk LaMirada (Volunteer, Moffitt School, Norwalk)
Carmen Pardo-Garvey (Volunteer, LaCasa Community Center, San Gabriel)
Mary Somozo-Montebello (Volunteer, Winter Garden School, East Los Angeles)
Patricia Wheeler-Alhambra (Volunteer, MERCI)

Delta Sigma Theta

Grace Luisi (Volunteer, Children's House, Community Adult Training Center, Pasadena)

Foundation for Early Childhood Education

Domingo Martinez (Hdgts. FECE)
Marie Suggs (Volunteer, South Hill Service Center, Pomona)

Frederick Douglass Center

Katherine Jackson (Volunteer, Sleeping Beauty Child Care Center, Los Angeles)

Los Angeles Council of Churches

Shirley Ward (Volunteer, Girl's Club, Washington Jr. High School, Pasadena)

Pasadena Commission on Human Needsand Opportunities

Belia Gonzalez (Volunteer, Villa Esperanza, Pasadena)

Urban League

Rose Cantu (Volunteer, Bandini Park, Montebello

ESEA, OEO, SCRIP NEW CAREERS

Duarte School District

Nancy Roberts (Volunteer, Cal-Tech Project - Cleveland School, Pasadena)

Los Angeles Unified School District

Genevieve Hall (Lincoln High School, Los Angeles)
Julia Lopez (Utah St. School, Los Angeles)
Catherine Melfort (Vaughn St. School, San Fernando)
Mary Solorio (Haddon St. School, Pacioma)
Lefolya Taylor (Filmore St. School, Pacioma)

Norwalk-LaMirada Unified School District

Lupe Martinez (Volunteer, Grayland School, Norwalk)
Hilda Novoa (Volunteer, Grayland School Norwalk)
Isabel Steger (Volunteer, Nottingham School, Norwalk)

Pasadena Unified School District

Helen Criss (Volunteer, Outward Bound Adventures, Pasadena)
Mary Enriques (Volunteer, Lincoln Elementary School, Pasadena)
Doris Patton (Volunteer, The Hut, Pasadena)
Ernestine Rhue (Volunteer, Washington Elementary School, Pasadena)
Shirley Thompson (Volunteer, Washington Junior High School, Pasadena)
Johnnie Turner (Volunteer, Washington Junior High School, Pasadena)
Lakesy Walker (Volunteer, Lincoln Elementary School, Pasadena)

Pasadena Commission on Human Needs and Opportunities

Louis Byrd (Lincoln Elementary School, Pasadena
Ruby Stewart (Community Adult Training Center, Pasadena)

Pasadena City College

Gwen Dixon (Staff Assistant, Project Upbeat

PASADENA CITY COLLEGE

Socio 127/226

EPDA Institute

Fall 1969

ROSTER, by Agency

HEAD START

Los Angeles County Schools

Sarah Agcawili - Health Aide,
Mountain View School District

Carmen Gloria - Asst. Teacher,
Alhambra School District

Mary Lugo - Asst. Teacher,
Azusa Unified

Barbara Moreno - Teacher,
Norwalk-LaMirada Unified

Carmen Pardo - Social Worker Aide,
Garvey School District

Mary Somozo - Asst. Teacher,
Montebello Unified

Patricia Wheeler - Social Worker Aide,
Alhambra School District

Delta Sigma Theta

Grace Luisi - Teacher Asst.

Foundation for Early Childhood Education

Domingo Martinez - Teacher Asst.

Joanna Davis - Nutrition Aide

Marie Suggs - Social Worker Aide

Frederick Douglass Center

Katherine Jackson - Teacher Asst.

Pasadena Commission on Human Needs and Opportunities

Belia Gonzales - Social Worker Aide

Urban League

Rosa Cantu - Teacher Asst.

ESEA, OEO, NEW CAREERS

Duarte School District

Nancy Roberts - Teacher Aide

Los Angeles Unified School District

Genevieve Hall - Educational Aide

Julia Lopez - Educational Aide

Catherine Melfort - Educational Aide

Donna Ortiz - Educational Aide

Norwalk-LaMirada Unified School District

Lupe Martinez - Teacher Aide

Hilda Novoa - Teacher Aide

Isabel Steger - Community Liaison

Pasadena Unified School District

Helen Criss - Instructional Aide

Doris Patton - Volunteer Teacher Aide

Ernestine Rhue - Teacher Asst.

Johnnie Turner - Teacher Aide

Lakesy Walker - Teacher Aide

Pasadena Commission on Human Needs and Opportunities

Louis Byrd - Community Aide

Ruby Stewart - Community Aide

Pasadena City College

Gwendolyn Dixon - Staff Asst.,
Project Upbeat

APPENDIX V

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106

ADVISORY COMMITTEE, EDUCATION 130

Meeting, Monday, May 19, 1969

Present:

Mrs. Mary Brown, Trainer, Head Start, Urban League

Mrs. Helen Criss, ESEA Community Aide, Pasadena City Schools

Dr. Persis Cowan, Elementary Education, California State College, Los Angeles

Mrs. Frances Epps, Head Start, Los Angeles County Schools

Mrs. Myrna Hinnerichs, Teacher, Head Start, Latin American Civic Association

Mrs. Helen James, Assistant Project Administrator, ESEA, Title III

Mrs. Wanda Lewis, ESEA Teacher Aide, Pasadena City Schools

Mr. Beverly Martin, Consultant, Educational Aides, Los Angeles City Schools

Mrs. Mary Perez, ESEA Community Aide, Monterey Park

Mrs. Walta Williams, Project Teacher, Pasadena City Schools

Dr. Delmas Bugelli, Administrative Dean for Instruction

Mr. Henry Guzman, Instructor, Urban Community Development

Dr. Ruth Macfarlane, Director, EPDA Project

Mrs. Minta Palmer, Instructor, Ed 130/Socio 226

Invited but unable to attend:

Mrs. Yvette Lightfoot, Coordinator, Intergroup Education, Pasadena City Schools
Mr. Edward Moreno, Supervisor, Bilingual Education, Los Angeles City Schools
Mr. Manuel Perez, Principal, Washington Junior High School, Pasadena
Mrs. Greta Pruitt, Principal, Washington Elementary School, Pasadena
Mrs. LaVoneia Steele, Concentrated Employment Project, Los Angeles County Schools

Meeting Advisory Committee, Education 130, May 19, 1969 #2

The meeting was called to order at 11 a.m., Room 113C, by Dr. Ruth Macfarlane, Urban Community Development Specialist and Director of the EPDA Institute for Bilingual Teacher Aides.

The purpose of the meeting was to advise the College on the scope and content of Education 130 which is to be activated this summer in conjunction with the EPDA Institute.

Thirty trainees are in the process of being selected. They are being recruited from among teacher aides now employed and to be employed next fall by Head Start ESEA, SCRIP and other compensatory education programs. Education 130 will be the first training session. The second training session next fall will be built around Socio 127, a new course devised to provide a seminar setting in which teacher aides and their supervisors can analyze their respective roles and attempt to resolve role conflicts.

Mrs. Minta Palmer, Instructor/Coordinator for Ed 130/Socio 226 this summer, was introduced. She asked the assembled group to brainstorm their concerns to the end that course objectives can be clarified.

Following is a tally of the several points that were covered.

1. There should be emphasis upon content skills. Aides should have instructional skills in the second language. Aides must be prepared to compete and to sell their products in the open market. In other words, there must be content skills. (Moreno, by telephone prior to meeting)

2. Aides should be enabled to see themselves in relation to the total job. It is important that aides fit into the role of the school in American Society. (Cowan)

3. It was recognized, however, that the role of the school is in the eyes of each teacher and his concept of his own role. In other words, the role of the school depends on how each teacher perceives his role. (Lewis; Palmer)

4. Aides should be made aware of limitations and opportunities within the present legal framework (AB 1400). There is need for a handbook incorporating these points. (Williams)

   (Palmer: possibility of trainees developing a handbook as a class project)

5. The importance of bilingual aides was stressed, especially in working with parents. There is need to look to the expanding community role of the school. (Cowan)

6. Aides need to be made familiar with the concept and significance of career development. They themselves can make valuable contributions by brainstorming their own experiences. There are two jobs involved--the need to establish a hierarchy of job experiences and the need to establish a hierarchy of related courses. (Epps; Palmer)

7. In orientation, simple ground rules and professional courtesies should be established so that aides can function more comfortably in a new and sometimes threatening situation. Too many little freedoms are taken for granted by the professional, for example, the aides' right to ask questions, when and if aides might make suggestions, whether or not the aide is free to telephone his

supervisor at home, etc. Professional jargon frequently turns aides off, closing channels to communication. (Brown)

8. Aides need to be alerted to what really lies ahead professionally and the obstacles they must overcome, e.g., the Head Start professional who makes a career of his job instead of moving up and out, making way for the New Careerist. (Hinnerichs)

9. There should be emphasis on the concept of a team working for children to make life better for these children as well as for the adult moving up the ladder. There is need for human relations skills involving role playing built around the aide's own life experiences. (James)

10. The primary objective of the aide, the group was reminded, is to improve the academic achievement of children, as set forth in AB 1400. This objective, however, is not incompatible with an emerging objective of making life better for the aide. (Williams; Epps)

11. Education 130 should emphasize the aide's guidance function and there should be a strong unit on self-concept and self-image. Many times it is possible for the aide to break through the wall a child has built up around himself. (Criss; Cowan)

12. The classroom teacher is the key person. To establish necessary rapport with the aide the classroom teacher must have the opportunity to accept or reject the aide. The classroom teacher should take on responsibility for developing the aide's routine skills, i.e., how to cut paper, how to arrange the bulletin board, how to run the ditto machine. Education 130 might better do other things for the aide. The course should emphasize the unique contributions the aide can make in the classroom teaching situation, notwithstanding limitations imposed by credentialing. The aides/trainees this summer are an excellent resource on how aides feel they might best be used in the classroom and on what they feel a training class should do to support and reinforce them in the classroom. (Bugelli)

13. In a 6 weeks course this summer it will be impossible to teach any great number of specific skills. The objective, then, might better be to build self-concept of trainees. The aides themselves can help each other in this respect. (James)

14. Supervisors should be brought in as much as possible this summer as well as next fall. The supervisor needs to be made aware that the aide is not just a teacher's helper; also the supervisor should not be cowardly about evaluating the aide realistically. (Hinnerichs)

15. School administrators need to be involved. They particularly need to realize the importance of scheduling conference time for teachers and aides. (Cowan)

16. Education 130 should provide the opportunity to analyze existing job descriptions. Perhaps as a class project trainees should try rewriting their job descriptions to meet their own specifications and expectations based on actual experiences. (Brown)

17. Because of the many things that need to be done in too short a period of time this summer, the trainees should help establish priorities. (Brown)

18. To assist aides, there probably should be greater uniformity of agency/district expectations. At least there should be a common interpretation by districts of what is expected of aides. In Los Angeles City Schools there are 3 levels of aides and each one functions differently. (Martin)

    (Refer to #4 and need to broaden interpretation as a result of AB 1400)

19. The course, if at all possible, should directly or indirectly stress discipline, that is, recognition by aides of need for self-discipline on such matters as promptness, correct role relationships, efficiency. (Martin)

The meeting adjourned at 12:10 p.m., to reconvene at the call of the Chair.

Respectfully submitted,

Ruth Macfarlane

Ruth Macfarlane
Director, EPDA Institute for Bilingual Teacher Aides

June 6, 1969

PASADENA CITY COLLEGE
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PASADENA, CALIFORNIA 91106

APPENDIX VI

ADVISORY COMMITTEE - PROJECT UPBEAT

EPDA Institute for Bilingual Teacher Aides

Meeting, Thursday, July 17, 1969

Present

Persis Cowan, Elementary Education, California State College, Los Angeles
Earl Edmondson, Principal, Grayland School, Norwalk-LaMirada School District
Elias H. Galvan, Consultant, Foreign Languages, Pasadena City Schools
Jack Hassinger, Head Start Coordinator, Los Angeles County Schools
Harry Holmberg, Director, SCRIP (Follow Through), Los Angeles County Schools
William A. Jones, Supervisor, Community Action Program, Office of Urban Affairs, Los Angeles City Schools
Richard Nedrow, Principal, Nottingham School, Norwalk-LaMirada School District
Manuel Perez, Principal, Washington Junior High School, Pasadena City Schools
Lorine Prochaska, ESEA, Title III Planning Grant
Greta Pruitt, Principal, Washington Elementary School, Pasadena City Schools
Helen Truher, Elementary Education, California State College, Los Angeles
Walta Williams, Projects Teacher-Inservice, Pasadena City Schools

Helen Criss, Trainee
Carmen Gloria, Trainee
Ernestine Rhue, Trainee
Johnnie Turner, Trainee
Patricia Wheeler, Trainee

Armen Sarafian, President, Pasadena City College
Ruth Macfarlane, Director, Project Upbeat
Henry Guzman, Instructor/Coordinator, Education 130/Sociology 226
Gwen Dixon, Staff Assistant, Project Upbeat

Invited but unable to attend

Mary Brown, Trainer, Head Start-EYOA, Los Angeles Urban League
Frances Epps, Head Start, Los Angeles County Schools
Simon Gonzalez, Assistant Dean, Graduate School of Education, UCLA
Helen James, Project Administrator, ESEA, Title III Planning Grant
Yvette Lightfoot, Coordinator, Intergroup Education, Pasadena City Schools
Edward Moreno, Supervisor, Bilingual Education, Los Angeles City Schools
Gabriel Robles, Consultant, UCLA Area Manpower, Instructional Development Site
LaVonela Steele, Coordinator, Concentrated Employment Project, Los Angeles County Schools
Gordon P. Trigg, Director, Youth Opportunities (Division of Urban Affairs) Los Angeles City Schools

Purpose of Meeting

The meeting was called to order at 1:10 p.m., Room 111 Robbins Building. Dr. Macfarlane, as chairman pro tem, outlined the three-fold purpose of the meeting: 1) to receive a progress report on the first training session, Education 130; 2) to advise on course content and teaching techniques for second training session, Sociology 127; and 3) to suggest steps looking to project evaluation.

Most of the meeting was video-taped for inclusion in the film being currently made of Project Upbeat. Class activities were in the process of being filmed; community shots would be taken the following week. Project Upbeat is considered a prototype for EPDA's 1970 focus, the Career Opportunities Program. It is anticipated that FY 1970 will see over one hundred COP projects in fifty states. The film will be used for training purposes; its first showing will be at a national leadership training conference to be held in Denver in August.

Being on camera seemed to have an evaluative effect. It made everyone pause to consider where the project was going and why. Goals and objectives of participants as well as of the project itself were challenged.

With further respect to evaluation Dr. Macfarlane reported that she had invited an EPDA/Washington consultant, Dr. Alan Gartner to attend the meeting. He had replied that he would be unable to come to California during July, but that he might be available at a later date. Dr. Gartner is Associate Director of the New Careers Development Center, New York University. He is on special assignment to the Bureau of Educational Personnel Development, Office of Education, to assist in the design of evaluative procedures for the Career Opportunities Program. He has expressed interest in Project Upbeat since it is a model project for COP.

Major Points. Following is a tally of points covered by the advisory group on July 17:

/_1_7 The second training session in the fall is to be built around Sociology 127. This is a new course, Dr. Macfarlane explained. It appears for the first time in the 1969-70 Catalog, and will be activated to meet the special training needs of Project Upbeat. Sociology 127 was designed to help resolve one of the thorniest problems faced in the utilization and training of human service aides, namely role relationships between the professional and the nonprofessional. Supervising teachers will be included in several of the class sessions next fall.

/_2_7 Elaborating on Sociology 127, Mr. Guzman pointed out that one of the most crucial problems is the matter of status. A credential tends to be the official status symbol, setting the professional apart from the aide. The professional and the aide become protagonists, each playing his own role. Alienation one from the other is the result. The credentialling process also tends to result in self alienation for the professional. He feels impelled to overplay his role as expert.

/_3_7 A manual or handbook to serve as guidelines for instructional aides has not emerged from the first training session as anticipated. Such a handbook as a goal for Education 130 was recommended by the instructor, Miss Palmer, at a meeting of advisory group on May 19. Miss Palmer explained that the summer's experience indicated that more groundwork was needed before an effective handbook could evolve.

/4/ It was reiterated that such a manual is definitely needed not only by the aides but by supervising teachers and other school staff. (Williams, Trainees) Inasmuch as supervising teachers will be involved in training sessions in the fall, the preparation of the manual would seem to represent an agenda item for Sociology 127. (Macfarlane)

/5/ Guidelines are important, but the basic philosophy of helping the child is of greater significance. (Nedrow) In the manual it should be established that aides and supervising teachers are in the same business, that of working for and with the child. (Cowan)

/6/ It was recognized that the aide poses a threat to the supervising teacher, who has been trained to function independently in a self-contained classroom. (Truher, Cowan) An aide's presence carries the subtle implication that the teacher needs help, something that is very difficult for a professional to admit. (Prochaska)

/7/ The teacher does need help, however, and should be willing to admit it. She needs help in combatting racism (Palmer, Perez); in relating to minority children and parents (Perez, Trainees); in utilizing and training aides effectively (Williams, Holmberg, Perez); in giving up the security crutch of doing routine, nonprofessional tasks (Pruitt); of adjusting to change (Edmondson, Palmer); of accepting and resolving conflict (Palmer).

/8/ The supervising teacher should be included in any training program designed for the aide. (Holmberg, Perez) He needs to be retooled. (Guzman)

/9/ The aide also feels threatened. She finds herself in a new and frightening environment. (Palmer, Williams, Trainees) A real threat is that the aide too quickly assumes the trappings of the professional, including jargon about "the low group," "the slow learner." (Palmer)

/10/ The aide is a change agent and needs guidance and direction to work effectively in this role. (Palmer, Guzman, Trainees)

/11/ In training aides as change agents, theory classes should create conflict, not just resolve it. That aides experience conflict or feel uncomfortable with conflict is less important than making them comfortable with conflict and with their feelings about being uncomfortable. (Palmer)

/12/ Theory classes provide the opportunity to air frustrations, to share problems with other aides. They are therapeutic. (Wheeler)

/13/ Education 130 has enabled the aide to know herself better, to accept herself as somebody with something to contribute, has made her proud of her self and her heritage. As a result the aide feels confident about speaking up as a person and as a parent. (Criss, Rhue, Gloria, Dixon)

/14/ An important factor in bringing about ethnic identity has been the opportunity, in Education 130, to hear more about ethnic culture patterns. Speakers from the United Mexican American Students (UMAS), and from the Black Student Union (BSU) clarified many points about militancy. (Dixon, Palmer)

/15/ There are many varieties of aides: instructional aides within the meaning of AB 1400; clerical aides; noon aides; health aides; playground aides. (Galvan)

/16/ AB 1400 opens the door to more effective utilization of aides in real teaching tasks. (Williams) The Act requires implementation. Many aides are confined to nonteaching tasks although capable of functioning in instructional areas and desirous of doing so. (Dixon, Palmer, Guzman, Trainees)

/17/ When assigned to teaching tasks the usual approach is to utilize the aide in one-to-one or in small group teaching/tutoring situations. Tucson has reversed that pattern. The aide frequently takes over the class while the credentialed teacher works with the individual student or the small group needing special help. This was recommended. (Perez)

/18/ In certain areas the credentialed teacher may be weaker than the aide. (Perez)

/19/ Principals and other administrative staff need to provide released time for supervising teachers to confer with aides and periodically to join aides in in-service training sessions on campus. (Cowan, Guzman, Macfarlane)

Steps toward Evaluation.

The meeting was officially adjourned at 2:30 p.m. Several participants stayed on to discuss steps to be taken in connection with evaluation. The following have indicated their willingness to meet with Dr. Macfarlane and Mr. Guzman the first week in September: Harry Holmberg, Lorine Prochaska, Walta Williams, William Jones, and Persis Cowan. A meeting is being scheduled for Friday, September 5, 1:30 - 3 p.m., in the office of Mrs. Helen James, PACE.

Respectfully submitted,

Ruth Macfarlane

Ruth Macfarlane, Chairman pro tem; secretary pro tem
August 7, 1969

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APPENDIX VII

Sub-committee on Evaluation

ADVISORY COMMITTEE - PROJECT UPBEAT
EPDA Institute for Bilingual Teacher Aides

Meeting, September 5, 1969

PRESENT

Helen Criss, Trainee, Project Upbeat
James Fountain, SCRIP, Los Angeles County Schools
Helen James, Project Administrator, ESEA Title III Planning Grant
William Jones, Office of Urban Affairs, Los Angeles City Schools
Lorine Prochaska, ESEA Title III Planning Grant
Walta Williams, Projects Teacher, Pasadena City Schools

ABSENT

Persis Cowan, Elementary Education, California State College at Los Angeles

ALSO PRESENT

Gwendolyn Dixon, Staff Assistant, Project Upbeat
Ruth Macfarlane, Director, Project Upbeat

The meeting was called to order at 1:40 p.m., in the office of Mrs. Helen James, 1851 South Westmoreland, Los Angeles. It was explained that Henry Guzman, instructor/coordinator for Sociology 127/226, fall semester, could not be present due to heavy summer session teaching responsibilities.

Background Information

Sub-committee members were reminded that Project Upbeat is considered to be a prototype, in fact the only operating model for EPDA's FY 1970 priority, the Career Opportunities Program. As a result its evaluation is of interest and concern to Washington. A concerted effort is being made to involve two EPDA consultants actively in the evaluation process.

One is Alan Gartner, Associate Director, New Careers Development Center, New York University. Mr. Gartner is on temporary, part-time assignment to EPDA/COP. He has personally expressed interest and willingness to be involved in Project Upbeat's evaluation. In a letter just received from him he expressed regret at being unable to attend the sub-committee's meeting. He may be on the West coast later. In the meantime he wishes to be kept informed of developments.

The other consultant is Dr. Simon Gonzalez, Assistant Dean, Graduate School of Education, UCLA. Dr. Gonzalez is becoming active as a member of COP's Leadership Training Institute. He was unable to attend the COP June meeting in Washington but was present at the Denver COP conference in August. He indicated in Denver that he would be interested in attending the sub-committee meeting and intended to do so. At the last minute, however, LTI scheduled an unexpected meeting in Washington September 5-6-7 to revise the COP guidelines for 1970.

RESOURCE DATA ON EVALUATION PROCEDURES

As points of departure for sub-committee discussion, reference was made to: 1) Project Upbeat goals and objectives as set forth in a summary of the original proposal, and in the brochure; 2) Alan Gartner's twelve page article read at the June COP Conference in Washington and entitled "The Career Opportunity Program: Problems in Evaluation"; 3) pertinent excerpts from the 1970 Manual for Projects distributed in tentative form at the Denver COP Conference in August.

For the record, evaluation procedures and pointers are summarized as follows:

1969 Guidelines: Three basic education needs to be met by EPDA 1969 projects were duly incorporated into Project Upbeat:

1. education needs of nonprofessionals in antipoverty programs (the disadvantaged):
2. particularly acute training and retraining needs in education profession, with focus on effective utilization and training of nonprofessionals;
3. public school need for trained bilingual and other teacher aides to meet shortage of credentialled personnel qualified to cope with problems of innercity/ghetto schools in Los Angeles County.

1970 EPDA/COP Guidelines

A. According to Don Davies' covering letter (August 1969), COP Projects should seek:

   1) to tap new sources for personnel, i.e., persons from low income areas who would not normally enter college, and who normally would not consider teaching as a career, and through them:

   2) to better the education of children from economically disadvantaged families;

   3) to rethink and redo the curriculum for the preparation of educational personnel around actual classroom activities, around actual community-school relationships, around the variety of experiences that characterize education as the disadvantaged know it;

   4) to think about and act on the way personnel are used in the schools.

B. The evaluation section of the Manual is overly ambitious. It zeroes in on pupil achievement, reflecting the empirical direction of Alan Gartner's article. In addition it is expected that evaluation should attempt to analyze impact on participants, on the school system, on the school environment, as well as to analyze the effectiveness of training components.

C. A basic Policy Sheet distributed since the Denver Conference tends to cut evaluation down to a more manageable size:

Evaluation procedure will be based on a pragmatic approach for measuring outcomes against specifically-defined objectives. About 12 projects will be identified for in-depth studies. Most evaluation will be conducted through outside sources, but each project will be required to maintain appropriate records and to assist in the over-all evaluation process. Whether "in-house" or "out-house" method is employed, the community must be engaged in assessment of the project.

MAJOR POINTS COVERED BY DISCUSSION

1. Contributions made by the two trainees (Mrs. Criss; also Mrs. Dixon who is a trainee as well as staff assistant) urged emphasis upon affective rather than cognitive impact on pupils. They also stressed affective as well as academic/educational impact on participants, also impact of community on schools, as against school on community.

   Speaking for all trainees, Mrs. Criss and Mrs. Dixon described the positive outcomes of Education 130 for the aides: enhanced self-image, clarified roles within the school structure, heightened educational aspirations for self and for their own children, sharpened racial/ethnic identity, increased understanding of how children learn and how ghetto-barrio life styles affect learning in a middle-class milieu.

2. Improved academic achievement by individual pupils, while apparent, is difficult to chart and graph in the empirical terms suggested by Alan Gartner. Perhaps they could best be documented through brief anecdotal accounts. (Criss, Dixon, Williams)

3. Increased parent interest and involvement could be documented through individual case studies. (Criss, Dixon, Williams)

4. Evaluation should isolate those contributions by aides which are uniquely and distinctly different from what well-trained teachers are expected to accomplish with pupils collectively and individually. (Jones)

5. Evaluation should pinpoint extent to which, and how rapidly, aides tend to become identified with the establishment, and at which point of such identification they cease to be uniquely effective, and affective, as aides. (Jones)

6. The basic problem in evaluation becomes one of what records to keep this coming semester to do the job that should be done without overwhelming if not subverting course goals and without impeding project operation. (James, Prochaska)

7. Perhaps a consultant, one familiar with the project, should be assigned to observe class sessions on campus and in the schools to make anecdotal notes. (Williams)

/8/ It should be recognized that certain positive results in pupil behavior should be charted and graphed to bolster budgetary requests being made of Congress. (James)

/9/ Two types of behavior might be charted: 1) decrease in number of times children in target classrooms are sent out of room to Guidance Room or Vice-Principal's Office; 2) increase in number of parental-community contacts with school/center. (James)

/10/ The supervising teacher must be part of the evaluation schema, also the school principal and superintendent and/or agency director. (Fountain)

/11/ A possible schema of interpersonal relationships to be charted emerged:

Relationship	September	October	November	December	January
aide - child					
teacher - child					
aide - teacher					
parent - teacher					
aide - parent					
teacher - principal					
aide - principal					
teacher - community					
aide - community					

/12/ The evaluation design needs to limit purpose of evaluation. Specific things to be served by the evaluation must be identified. The project should not just collect data without knowing how to use such data or why they should be collected. An evaluation design and/or schema needs to be devised before the first meeting of the class (Sept. 17). (Prochaska)

/13/ Evaluation should lead to the next important step: teachers have to learn how to go out into the community, how to communicate with people. Teachers are trained "to teach;" they are not trained to work with people. They cannot communicate as they should. (Fountain)

/14/ Unfortunately too many teachers don't even know how "to teach," let alone how to work with people. (James)

Final Action. The sub-committee concurred that the first step should be for Mr. Guzman to meet next week with Lorine Prochaska, who was authorized by Mrs. James to work on this assignment. Together they should design a simple evaluation schema to be used at the first meeting of the class on September 17 to activate necessary record keeping.

Another meeting of the sub-committee should be held as soon as possible to analyze procedures initiated by the evaluation design, also to hear from Dr. Gonzalez on the LTI conference being held in Washington September 5-7.

The meeting adjourned at 3:00 p.m., to reconvene at the call of the Chair.

Respectfully submitted,

Ruth Macfarlane

Ruth Macfarlane, Chairman pro tem; Secretary pro tem

GOVERNMENT ASSISTANT

The growing need for professionals in all levels of government creates the need for training middle level technicians. The curriculum is built around four semesters of field experience in selected federal, state, county, municipal and special district agencies.

The Certificate and Associate in Arts degree are earned by graduates of this curriculum.*

Meets requirements for the Associate in Arts degree and employment.

Freshman Year

Dept.	Course No.		Sem. I	II
Lib	I	Basic Library Procedures	1	
—	—	**English	3	
Hist	127	United States History	3	
Socio	128	Urban Social Problems	3	
Socio	125	*Community Agencies	3	
Socio	226	*Urban Community Developent Fieldwork	2	2
PE Act	—	Physical Education Activity Elective	½	½
Pol Sci	131	*Urban Political Problems		3
Socio	29	Sociology of Afro-American		3
—	—	Electives		3
—	—	**English/Speech		3
			15½	14½

Sophomore Year

Dept.	Course No.		Sem. I	II
Geog	150	California Resources	3	
H Ed	2	Health Education	2	
Socio	31	Sociology of Mexican-American	3	
Pol Sci	130	*Introduction to Government Assisting	3	
Socio	226	*Urban Community Development Fieldwork	2	2
—	—	Electives	3	3
PE Act	—	Physical Education Activity Elective	½	½
Socio	127	*New Careers		3
Psych	127	Group Processes		3
—	—	**Science/Mathematics		3
			16½	14½

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*A Certificate is given upon successful completion of a minimum of four core classes as follows: Socio 125/226, Pol Sc 131/Socio 226, Pol Sc 130/Socio 226, and Socio 127/226. Socio 227 may be substituted for Socio 226.

**See requirements for the Associate in Arts degree.

PASADENA CITY COLLEGE
Catalog 1970-71 (page 79)

SOCIAL WORKER ASSISTANT

The Social Worker Assistant fills a growing gap between the clerical worker and the professional in social service occupations. Many career ladder preprofessional opportunities are becoming available. Depending on agency assignment, the Social Worker Assistant may be employed as an eligibility worker, a welfare assistant, an intake counselor, a group counselor, or a program development assistant. The curriculum is built around four semesters of field experience in selected community agencies.

The Certificate and Associate in Arts degree are awarded to graduates of this curriculum.*

Meets requirements for the Associate in Arts degree and employment.

Freshman Year

Dept.	Course No.		Sem. I	II
Lib	1	Basic Library Procedures	1	
—	—	**English	3	
Hist	127	United States History	3	
Socio	128	Urban Social Problems	3	
Socio	126	*Urban Community Development	3	
Socio	226	*Urban Community Development Fieldwork	2	2
PE Act	—	Physical Education Activity Elective	½	½
Pol Sc	131	Urban Political Problems		3
Socio	29	Sociology of Afro-American		3
Socio	125	*Community Agencies		3
—	—	**English/Speech		3
			15½	14½

Sophomore Year

Dept.	Course No.		Sem. I	II
Geog	150	California Resources	3	
H Ed	2	Health Education	2	
Socio	124	Sociology of the Family	3	
Socio	127	*New Careers	3	
—	—	Elective	3	
Socio	226	*Urban Community Development Fieldwork	2	2
PE Act	—	Physical Education Activity Elective	½	½
Psych	127	Group Process		3
Socio	31	Sociology of Mexican-American		3
Socio	130	*Introduction to Social Work Assisting		3
—	—	**Science/Mathematics		3
			16½	14½

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*A certificate is given upon successful completion of a minimum of 20 units selected from the following four groups of courses: 1) Socio 126/226; 2) Socio 125-226 or Socio 128/226; 3) Socio 127/226 or Psych 117/Socio 226; 4) Socio 130/226. Socio 227 may be substituted for Socio 226.

**See requirements for the Associate in Arts degree.

PASADENA CITY COLLEGE
Catalog 1970-71 (page 109)

TEACHER ASSISTANT

The Teacher Assistant fills a growing gap between the clerical worker and the credentialed teacher in the classroom. Many career ladder preprofessional opportunities are becoming available in education. The Teacher Assistant may be employed as a liaison with the community, as a lay counselor, or as an assistant to the teacher in the classroom. The curriculum is built around four semesters of field experience in selected schools and community agencies.

The Certificate and Associate in Arts degree are awarded to graduates of this curriculum.*

Meets requirements for the Associate in Arts degree and employment.

Freshman Year

Dept.	Course No.		Sem. I	II
Lib	101	Library Fundamentals	3	
—	—	**English	3	
Hist	127	United States History	3	
Socio	126	*Urban Community Development	3	
Socio	226	*Urban Community Development Fieldwork	2	2
PE Act	—	Physical Education Activity Elective	½	½
Pol Sc	131	Urban Political Problems		3
Socio	29	Sociology of Afro-American		3
Socio	125	*Community Agencies		3
—	—	**English/Speech		3
			14½	14½

Sophomore Year

Dept.	Course No.		Sem. I	II
Geog	150	California Resources	3	
H Ed	2	Health Education	2	
Socio	124	Sociology of the Family	3	
Psych	121	Psychology of Child Development	3	
Socio	127	*New Careers	3	
Socio	226	*Urban Community Development Fieldwork	2	2
PE Act	—	Physical Education Activity Elective	½	½
Psych	127	Group Process		3
Socio	31	Sociology of Mexican-American		3
Educ	130	*Introduction to Educational Assisting		3
—	—	**Science/Mathematics		3
			16½	14½

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*A certificate is given upon successful completion of a minimum of 20 units as follows: Socio 126/226; Socio 125/226; Socio 127/226; and Educ 130/Socio 226.

**See requirements for the Associate in Arts degree.

PASADENA CITY COLLEGE
Catalog 1970-71 (page 111)

URBAN COMMUNITY DEVELOPMENT ASSISTANT

The growing need for preprofessionals in all areas of human services (community action, education, health, urban affairs and welfare) creates the need for training in the encompassing field of urban community development. The curriculum is built around four semesters of field experience in selected community agencies.

The Certificate and Associate in Arts degree are awarded to graduates of this curriculum.*

Meets requirements for the Associate in Arts degree and employment.

Freshman Year

Dept.	Course No.		Sem. I	II
—	—	**English	3	
Hist	127	United States History	3	
Socio	128	Urban Social Problems	3	
Socio	126	*Urban Community Development	3	
Socio	226	*Urban Community Development Fieldwork	2	2
PE Act	—	Physical Education Activity Elective	½	½
Socio	125	*Community Agencies		3
Socio	29	Sociology of Afro-American		3
Socio	124	Sociology of Family		3
—	—	**English/Speech		3
			14½	14½

Sophomore Year

Dept.	Course No.		Sem. I	II
Geog	150	California Resources	3	
H Ed	2	Health Education	2	
Socio	31	Sociology of Mexican-American	3	
Pol Sc	131	*Urban Political Problems	3	
Lib	101	Library Fundamentals	3	
Socio	226	*Urban Community Development Fieldwork	2	2
PE Act	—	Physical Education Activity Elective	½	½
Socio	127	*New Careers		3
Psych	127	Group Process		3
—	—	**Science/Mathematics		3
—	—	Electives		3
			16½	14½

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*A certificate is given upon successful completion of a minimum of 20 units selected from the following four groups of courses: 1) Socio 126/226; 2) Socio 128/226 or Socio 125/226; 3) Socio 128/226 or Pol Sc 131/Socio 226 or Psych 117/Socio 226; and 4) Socio 127/226.

**See requirements for the Associate in Arts degree.

PASADENA CITY COLLEGE

Catalog 1970-71 (page 114)

APPENDIX VIII

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106

Spring 1970

CATALOG DESCRIPTIONS OF CORE AND RELATED COURSES
utilized in
URBAN COMMUNITY DEVELOPMENT CURRICULA

Sociology 226 Urban Community Development Field Practice.
Supervised field experience or employment in selected public and private agencies. Prerequisite: Enrollment in one of approved theory courses listed below, or in other social science courses with permission of department chairman. Minimum of 6 hours of related work per week. Maximum credit, 8 units, 2 units per semester.

Sociology 227 Urban Community Development Field Practice. 4 units
Supervised field experience or employment in selected public and private agencies. Prerequisite: Enrollment in one of approved theory courses listed below, or in other social science courses with permission of department chairman. Minimum of 20 hours of related work per week. Maximum credit, 16 units, 4 units per semester.

Education 130 Introduction to Educational Assisting. 3 units, 3 hours
Preprofessional training of teacher aides and teaching assistants for the elementary and secondary levels; orientation to teaching; survey of nonteaching functions in education; auxiliary educational services; related to field work. Prerequisite: Enrollment in Sociology 226 or 227.

Political Science 130 Introduction to Government Assisting. 3 units, 3 hours
Preprofessional training of government aides and assistants for federal, state, county, municipal and special district agencies; orientation to work in a government agency, including inter-agency relationships, specific agency functions, procedures, methods and services; related to field work. Prerequisite: Enrollment in Sociology 226 or 227.

Political Science 131 Urban Political Problems. 3 units, 3 hours
Governmental functions of city, county, state and nation in connection with problems of urban living; emphasis on Los Angeles area; city and regional planning, land-use planning, urban renewal, demonstration cities, changing patterns of metropolitan government.

Psychology 127 Group Process. 3 units, 3 hours
Historical development and theoretical implications of research in small group structure and process; emphasis on cohesiveness, conformity power, inter-intra group conflict and cooperation. Laboratory experience. Prerequisite: Enrollment in Sociology 226, 227, or consent of instructor.

Catalog Descriptions, #2
Spring 1970

Sociology 29 Sociology of the Afro-American 3 units, 3 hours

Sociological factors affecting Afro-American's relationship to major institutions, social movements, attitudes, and values of American culture.

Sociology 31 Sociology of the Mexican-American. 3 units, 3 hours

Cultural background of Mexican-American; major differences between Anglo and Mexican-American values and attitudes; past and present inter-cultural problems; economic, educational, political, language, family; Mexican-American contributions to the United States.

Sociology 125 Community Agencies. 3 units, 3 hours

Agencies providing services for people living in urban areas; health, employment, education, recreation, welfare; emphasis on Los Angeles metropolitan area; related to field work in agencies being studied. Prerequisite: Enrollment in Sociology 226 or 227.

Sociology 126 Urban Community Development. 3 units, 3 hours

Phenomena of social change; community development techniques in both national and international technical assistance programs; relationship of social change to self-help principles, to community institutions, to social control, to the self-image concept and to interpersonal dynamics generally; related to field work. Prerequisite: Enrollment in Sociology 226 or 227.

Sociology 127 New Careers. 3 units, 3 hours

Training and employment of preprofessionals in human service agencies; changing roles of preprofessionals; emerging status and consequent conflicts faced by individuals in New Careers; role theory. Prerequisite: Enrollment in Sociology 226 or 227.

Sociology 128 Urban Social Problems. 3 units, 3 hours

Factors involved in majority-minority relationships in urban society; impact of poverty, family disorganization and unemployment on inner-city culture. Prerequisite: Enrollment in Sociology 226 or 227.

Sociology 130 Introduction to Social Work Assisting. 3 units, 3 hours

Preprofessional training of social work aides and assistants; orientation to social work theory and methods; social work procedures including interviewing, record keeping, case history writing; related to field work. Prerequisite: Enrollment in Sociology 226 or 227.

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106

APPENDIX IX

June 19, 1969

Mr. Rudolph Munis
Bureau of Educational Personnel Development
U. S. Office of Education
Seventh & D Streets, S. W.
Washington, D. C. 20202

Dear Mr. Munis: Ref: Grant No. OEG-0-9-141955-1922-725

This letter requests an increase in the above grant in order to add a third training session spring semester 1970.

Mr. Olivares indicated some weeks ago that such a request would be in order before the end of this fiscal year, but he held out no promises, of course.

A third training session was an integral part of our original proposal but it had to be eliminated when reduced funding was stipulated last January. Now that we are about to launch our first training session, - classes begin next week, - the significance of a third one becomes increasingly apparent. Selected trainees are looking ahead and are expressing concern. They feel the need, and want to know how to teach standard English as a second language to children whose first language is barrio Spanish or ghetto dialect. In other words, these bilingual aides really want to be involved in the instructional process.

Such involvement is in line with 1970 COP guidelines, as well as with the strong recommendation of Edward Moreno, member of the advisory committee convened to map out course content for Education 130, Introduction to Educational Assisting, the core class for the first training session this summer. Professionally Mr. Moreno is Director of Bilingual Education for the Los Angeles City Schools. Also he is an active member of the National Advisory Council on Education Professions Development. Mr. Moreno emphasizes that instructional aides must be equipped to compete in the open market through mastery of some specific content skill. Since Project Upbeat puts the emphasis on bilingual teacher aides, he feels this skill should be teaching ESL.

Other members of the advisory committee for Education 130 concurred with Mr. Moreno's point generally, but felt that Education 130 was not the proper vehicle inasmuch as too many other things take precedence thissummer. Nor did the Committee feel that Sociology 127, the second training session's core class, should be bumped in favor of a how-to course in ESL. In effect, the Committee was recommending a third training session built around ESL.

Attached is a suggested third training session budget. You will note that the cost could be financed in part by an estimated unused balance in our present budget, concentrated in line items 1.1-2. This balance accrued because of our inability to follow through with the appointment of the staff associate (to serve as assistant director 4/1-6/20; as assistant director/instructor during the two training sessions; and as assistant director on a two weeks' overload during spring semester 1970).

As Mr. Olivares was aware, we had recruiting problems and no appointment was possible for the period 4/1-6/20. This gave us an unused balance of $4,239. This balance was decreased by the $1,400 earmarked to cover increased salary for the nonprofessional staff assistant who was appointed June 1; see my letter to Mr. Olivares under date of May 13, 1969. (Net unused balance, 4/1-6/20: $2,839).

Also, it is now anticipated that the amount needed for the assistant director/instructor for 22 weeks 9/1-1/31 will not reach the encumbered figure ($8,600) because we are assigning an instructor who is on a lower rung of the salary scale. Revised estimate for this salary is approximately $7,000, leaving a balance of $1,600, or a total unused balance of $4439 ($2,839 plus $1,600). In addition, $741 was encumbered for a 2 weeks FTE overload for spring semester 1970. The duties involved would be assumed by the assistant director/instructor for the third training session. (Total estimated unused balance: $5180).

If we do go on with a third training session, additional supportive staff services will need to be authorized, particulary the extended services of the project secretary; also, if at all possible, of the nonprofessional staff assistant who is proving to be invaluable as a liaison with trainees. The staff assistant would be especially helpful during the third training session to handle details of evaluation.

While the total cost of a third training session amounts to $18,333, the net cost, for reasons noted above, will amount to approximately $12,000.

Your serious consideration of this request will be appreciated, particularly by trainees who are motivated to continue their education.

Yours very sincerely,

Ruth Macfarlane

Ruth Macfarlane, Director
EPDA Institute for Bilingual Teacher Aides

Approved:

Armen Sarafian

Armen Sarafian
Superintendent-President

RM h

EPDA Institute for Bilingual Teacher Aides

Proposed Budget - Third Training Session
Spring Semester, 1970

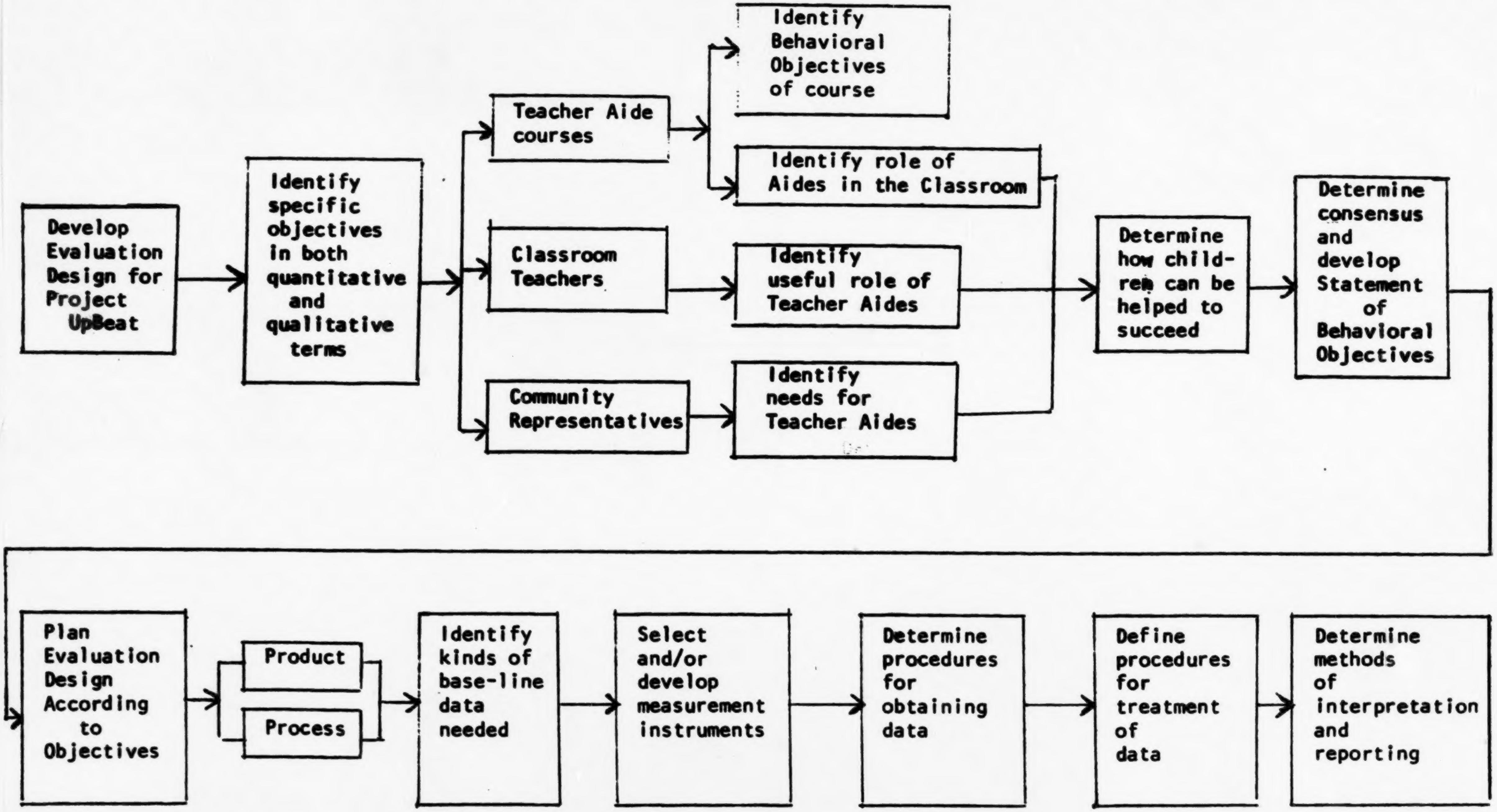
Budgetary Item		Estimated Cost	Estimated Unused Balance Present Award	Additional Amount Needed
1.1-1	Director Additional week FTE overload	$ 450.00	$ -	$ 450.00
1.1-2	Assistant Director/Instructor ½ of 10 mo. contract @ $13,000 plus 1 & 2/5 wks 6/22-6/30 $455	6,955.00	5,000.00	1,955.00
1.4	Secretary 18 additional wks. @ $138.85	2,500.00	-	2,500.00
1.5	Nonprofessional staff assistant 5 additional months @ $582.00	2,910.00	-	2,910.00
2.	Mileage Asst. Dir., 5 months @ $50.00 ($250) Staff Asst., 5 months @ $40.00 ($200)	450.00	150.00	300.00
4.	Instructional Supplies	500.00	-	500.00
5.	Other direct costs 5.1 Employee Services 11% ($1410.00) 5.2-3 Communications & Publicity Reproduction & Office Supplies ($450.00)	1,860.00	550.00	1,310.00
	Sub-total	15,625.00	5,700.00	9,925.00
6.3	Stipends: honoraria to 30 participants for inservice institutes, 3 days @ $15.00	1,350.00	-	1,350.00
	Total Direct Costs	16,975.00	5,700.00	11,275.00
7.0	Indirect Costs - 8%	1,358.00	456.00	902.00
	GRAND TOTAL	18,333.00	6,156.00	12,177.00

Pasadena City College
Pasadena, California
June 19, 1969

APPENDIX Xa

PROJECT UPBEAT FY 1969

Evaluation Design, January 1970


Develop Evaluation Design for Project UpBeat
Identify specific objectives in both quantitative and qualitative terms
Teacher Aide courses
Classroom Teachers
Community Representatives
Identify Behavioral Objectives of course
Identify role of Aides in the Classroom
Identify useful role of Teacher Aides
Identify needs for Teacher Aides
Determine how children can be helped to succeed
Determine consensus and develop Statement of Behavioral Objectives
Plan Evaluation Design According to Objectives
Product
Process
Identify kinds of base-line data needed
Select and/or develop measurement instruments
Determine procedures for obtaining data
Define procedures for treatment of data
Determine methods of interpretation and reporting

APPENDIX Xb-1

Baseline Data: Trainee Concepts of Roles of Teacher Aide
(Sociology 127, Fall Semester, 1969; Project Upbeat Trainees)

Role of Teacher Aide in the Classroom	Activities
1. To gain information and understanding about the objectives, organization and procedures of the school; and the responsibilities of the teacher.	
2. To develop mutual feelings of confidence, trust, and respect with the school administration, the classroom teacher, and the children.	
a. To support the teacher in her responsibilities.	
b. To be able to understand the behavior of children in the classroom.	Being the kind of person with whom children can identify and turn to when upset.
c. To interpret cultural differences and help the pupil know his teacher.	
d. To help the teacher understand and know each pupil better.	
3. To establish friendly and productive working relationships with the teacher and children.	
a. To learn to fit in where needed.	
b. To be able to take charge of the classroom when the teacher is busy with school visitors--such as the principal, or a social worker, or when the teacher would like to work with one or two children.	Scheduling time for planning with the teacher. Finding out how teachers want things done.
c. To give extra help to children who need it when the teacher does not have the time.	Reading to children. Translating Spanish into English.
4. To serve as a liaison between the school, home and community.	
a. To develop positive attitudes about changes that make school more relevant in the children's lives.	
b. To open communication lines--language and culture.	
c. To explain to parents and other people in the community what the school is trying to do and what it has to offer.	
d. To bring ideas of parents and community to the school.	

APPENDIX Xb-2

Role of Teacher Aide with Children in Classroom	Activities
1. To motivate self-identification by improving self image and developing a high expectation level.	Knowing your children and what they like to do.
a. To help the child to feel good about himself.	Be able to relate to him if he happens to be of Mexican-American descent or Black.
2. To develop a sense of ease in the learning environment.	Listen! Listen! Listen!
a. To help the child reduce tension about his acceptance in the classroom.	Talk to the child in his own language.
b. To help the child eliminate fear in any given task.	Be always available for a 1-1 ratio help. Give child emotional as well as instructional support.
3. To promote understanding and acceptance of others.	Give confidence, trust, respect and understanding to a child.
a. To help the child know other children and become a part of the group.	Try to involve the child in some kind of class activity instead of having him just sit.
b. To help the child know and relate to the Aide.	Give help when asked, or if you sense they want it but do not ask.
4. To help children with learning difficulties.	
a. To know the child's environment and use methods that he can relate to.	Do not stick to routine--let child do his thing.
b. To make learning interesting.	Spelling, reading, arithmetic. Teaching English as a second language.

Role of the Aide in other Areas of the School	Activities
1. Nurse's Office: To provide information to teachers and parents.	Interpreting health records to parents.
2. Counselor's Office:	Notifying of assignments, appointments and treatments.
a. To work with teachers in helping them to meet problems of differences in language, culture and status.	
b. Assist the teacher in counseling children regarding their studies, attendance, and behavior.	

Role of an Aide as seen by Aide's "Being" the Teacher

Group reports

I

1. Talking things over before start of class.
2. Using all means for forming a team with Aide.

II

1. Give experience in the teacher's duty; to try and help her to work towards becoming a teacher.
2. Communicate openly with her.

III

1. My Aide must take over whenever it is necessary.
2. Remind me of things that we have to do.

IV

1. Bilingual liaison between home and school.
2. Support of the teacher in her responsibilities so as to allow her more time to work in a one to one basis (sort of a third hand).

V

1. To relate and to establish good relationship and trust.
2. Ask for her sincere help.
3. In advance, to be told of appointments from office and parents.

From individual papers

1. Communication and respect of ideas.
2. Emotional and instructional support.
3. Help keep children in order, especially supervision during game time.
4. I would first find out what is the teacher Aide's longest suit, and earmark that as a beginning for a utilization team.
5. Make sure my attitude was that the Teacher Aide was there as a supplement for the enrichment of the classroom.
6. Explain the community's feelings on what they expect of the community school and what they probably will and will not do to aid it.

APPENDIX Xc-1

Baseline Data: Teacher Concept of Roles of Teacher Aides
Sociology 127, Fall Semester 1969; Project Upbeat

Roles	Activities
1. To be a help to the teacher. a. To participate in planning units of study, and the implementation of some. b. To work for team effort--enter into open discussion in evaluating. c. To be able to accept and assume responsibilities on her own without constant supervision.	1. To acquire complete knowledge of every facet of the program--behavioral objectives and details--which entails a full 8 hour day for planning and discussion. 2. To understand the objectives and help to implement them. 3. To help organize materials, make instructional devices, supplementary games and teaching aids. 4. To help set up the room environment. Secure and set up equipment that will be used before activities begin. 5. To help contact resource people for group presentations.
d. To assist in keeping the necessary clerical records.	1. To work through the office with attendance problems. 2. To keep up-to-date records of needy families. 3. To lead children to the center from classrooms and back (Resource Center Aide).
2. To help the children. a. To become another person with whom a child can identify positively. b. To provide the opportunity of having two different views of the same child. c. To understand a child's problems and be willing to work to solve them.	1. To know definitely what is being done with groups of children or individuals. 2. To work with individuals, and small groups of children on specific skills which need reinforcement--per planned lesson plan. 3. To provide follow-up activities with children when they go back to classrooms or in media center (Resource Center Aide). 4. To work with individuals in locating materials in our media center which will aid them in developing individual or group projects (Resource Center Aide). 5. To provide informal, "on-the-spot" service (Library Aide). 6. To give library and audio-visual instruction (Library Aide). 7. To supervise children in the library (Library Aide).

APPENDIX Xc-2

Roles	Activities
3. To develop school-community rapport. To develop a good working relationship with community	1. To work individually in the community with children and parents. 2. To utilize community resources. 3. To be available when needed by the parents. 4. To help organize, instruct and supervise volunteer and student helpers.

Workshop, Lincoln Elementary School, Pasadena, October 2, 1969:
role of teacher aide in the School's Resource Centers/Library

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106
January 30, 1970

APPENDIX XI

2 2 70

Dr. Armen Sarafian, President
Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106

Dear Dr. Sarafian:

We the Trainees of EPDA Institute for Bilingual Teacher Aides would like to take this opportunity to thank you for our initial awaking at Pasadena City College. Through this project we have gained insight into the long plight we are faced with. Through Miss Palmer we have gained courage.

Pasadena City College has been very cooperative and for this we are grateful. We would like to call your attention to one of our greatest concerns. The transferability of our completed courses Education 130 and Sociology 127. We recommend that within your powers you will develop articulation with a four-year institution so that our education will not be prolonged by non-transferable subjects. We feel that this port of entry must be opened.

Included you will find copies of other recommendations that we felt important enough to call to the attention of the proper people. We hope that their response will be favorable and positive, inasmuch as we feel that these are very important areas of their responsibility to the community.

Since our attendance at Pasadena City College is ended any corespondence should be directed to Mrs. Gwendolyn Dixon, our Staff-Assistant who has been of great assistance and gone beyond the call of duty.

Again we would like to thank you for this opening opportunity. We trust you will not lay this matter to rest without your fullest attention.

Respectfully yours,

EPDA Bilingual Teacher Aides
Pasadena City College
1969-70

cc: Mr. Don Davies, Associate Commissioner
Dr. Ruth Macfarlane, Director

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106

APPENDIX XI

January 30, 1970

2 2 70

Mr. Don Davies, Associate Commissioner
United States Office of Education
Bureau of Educational Personnel Development
Washington, D.C. 20202

Dear Mr. Davies:

We the trainees of EPDA Institute for Bilingual Teacher Aides at Pasadena City College would like to make several recommendations that we feel would be most effective for the future success of goverment programs referring to the education of community people.

We recommend that guidelines include transferability of all courses in the training of Educational Aides. Four-year Colleges must recognize our efforts and sincerity. Until this port of entry is opened we feel that education cannot meet the needs of indiginous people from the community involved in the process of institutional change.

It is also our contention that all goverment programs be linked and cooperate,so that equal education opportunity can be provided for all participants and employees in New Careers.

We recommend that funds be availiable for the continuation of our education. We feel that there are special needs such as a Non-professional staff member who has been involved in the project to act as advisor, a Professional staff member who can act as Counselor, lecturers and field trips that cound not be provided by the college.

We would like to take this opportunity to thank your for your consideration. We trust you will consider our request.

In hope that our evaluation will include our true feelings so that we can give More Power To The People.

Respectfully,

EPDA Institute Trainees
Pasadena City College
1969-70

cc: Mr. Rudolph Munis, Washington,D.C.
Dr. Armen Sarafian, President of Pasadena City College
Dr. Ruth Macfarlane, Director of EPDA Institute

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106

APPENDIX XI

2

January 29, 1970

Dr. Ruth Macfarlane, Director
EPDA Institute for Bilingual Teacher Aides
Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106

Dear Dr. Macfarlane:

We the Bilingual Trainees of Project Upbeat feel it necessary that we present you with these recommendations. This we hope will be helpful in your pursuits. We feel that you should have been present in many of our class sessions so that we could have worked closer and accomplished more in these areas we will point out.

Recommendations

✓ Director of program should present program in full details to agencies and aides, getting a commitment of release-time.

✓ Co-ordination of program should include selected trainees and agency supervisors.

? Direction of the program should be provided by the aides, during this time it would be very important to include Director and Supervisors.

Agency Supervisors and Immediate Supervisors must be committed by their Director to attend monthly, either in meetings or class sessions. In doing this we feel it will make them aware of the growth of the class and the trainee.

Each class should develop a Handbook, so that changing needs can be met.

Instructor should be familiar with the various programs so that he can work within the guidelines of the agency. We feel that this would lessen the conflict.

✓ Field trips and speakers should be selected by the class so that the needs and the objectives can be met.

Respectfully yours,

EPDA Bilingual Trainees
of 1969-70

cc: Mr. Don Davies, Associate Commissioner, Washington, D.C.
Mr. Roberto Olivares, Bureau of Educational Development Act, Washington D.C.
Mr. Rudolph Munis, Bureau of Educational Development Act, Washington, D.C.
Dr. Sarafian, President, Pasadena City College
Dr. E.H. Floyd, Vice President of Pasadena City College
Mr. J. Toothaker, Director of Occupational Educational at Pasadena City College

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106

APPENDIX XI

January 30, 1970

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Alhambra City School District
Duarte Unified School District
Garvey School District
Los Angeles Unified School District
Mountain View School District
Norwalk-LaMirada Unified School District
Pasadena Unified School District

Dear Sirs:

We the Trainees of EPDA Institute of Bilingual Teacher Aides have completed our nine months of training. We feel our responsibility is to alert all involved school districts and people to the problems we feel we cannot resolve.

We recommend that education opportunity and release time be developed for all aides. We also feel that a district or individual school should provide inservice and work-shops so that all personnel can function to the highest degree for the benefit of all children. Serious effort should be made by the school Board to encourage all personnel to attend. In this workshop ideas can be exchanged and roles developed.

At this time we feel it very important that the Board explore the area of "New Careers" , so that all can be made aware of the changes taking place within the guidelines of goverment funds.

Extension classes in Intergroup Education should be offered so that all people working within the system will understand what a classroom with more cultural emphasis can do for all children.

Respectfully yours,

EPDA Institute for Bilingual Teacher Aides
Pasadena City College
1969-70

cc: State Department of Education
Mr. Don Davies, Associate Commissioner, EPDA Office, Washington, D.C.
Dr. Armen Sarafian, President of Pasadena City College
Dr. Ruth Macfarlane, Director EPDA Institute

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106

APPENDIX XI

January 30, 1970

All Community Agencies and Schools involved in Project Upbeat

We feel that in our nine months of study and exchange of ideas we have developed some suggestions and recommendations that would prove helpful to our Schools and Community Agencies to function to the fullest benefit of all community employees and new careerist.

It is necessary for the Agency and schools to encourage all aides to develop to their fullest potential, this of course would include the " New Careerist" concept of a career lattice and release time.

We recommend that all schools and agencies develop an inservice training for all personnel so that a change of ideas and the needed sensitivity can be developed for a successful working team.

It is also our contention that aides and immediate supervisors should togeather evaluate one another. This we feel can delineate areas of strength and help the working team recognize their goals.

We also feel it necessary that all personnel(classified and certificated) be involved in an Extension course of Intergroup Education, this we feel would give them the extra drive , since they will be getting upper-division credits. The class would help them gain insight into the multi-culture society in which we exist today. We Aides feel, in reward to you, we can work towards a more relevant class-room, so that all children can be inspired to learn.

Respectfully,

EPDA Institute Bilingual Trainees
Pasadena City College
1969-70

cc: Mr. Don Davies, Associate Commissioner, Washington,D.C.
Dr. Armen Sarafian, President of Pasadena City College
Dr. Ruth Macfarlane, Director of EPDA Institute
School Superientent

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106

APPENDIX XI

January 30, 1970

2 2 70

Cerritos Junior College
Citrus Junior College
Compton Junior College
Dominguez Hills Junior College
East Los Angeles Junior College
Los Angeles Junior College
San Fernando Valley Junior College

We the trainees of EPDA Institute for Bilingual Teacher Aides have been involved in a training session at Pasadena City College. This class included people from districts such as East Los Angeles City College, Los Angeles City College, Citrus City College, Cerritos City College Compton City College. We feel that it is an oversight by Junior Colleges in our districts not to have avaliable classes in "New Careers."

It is the responsibility of all Community Colleges to explore this area and immediately respond to the needs of the Community. Job related courses are necessary in the upgrading of your community.

Enclosed you will find class descriptions that we feel will be helpful in your pursuit.

Thank you,

EPDA Institute Trainees
Pasadena City College
1969-70

cc: Mr. Don Davies, Associate Commissioner, Department of Education, Washington, D.C.
Dr. Armen Sarafian, President of Pasadena City College
Dr. Ruth Macfarlane, Director of EPDA Institute for Bilingual Teacher Aides

APPENDIX XII - 1

PROJECT UPBEAT FY '69

Final Evaluation of Trainees

by

Henry Guzman, Coordinator/Instructor

Second Training Session

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Changes in Knowledge, Attitudes, Methods (III)
Sarah Agcawili 12043½ Deana St. El Monte, Calif. 91732	Pre: HEAD START Los Angeles Co. Schools Mountain View Health Aide Post: SAME	Improved understanding of role relationships -- Staff relates to Mrs. Agcawili quite favorably, and vice-versa (PCC Certificate 12/69)	Has become very interested in her job. Seems to be more secure in her job as a Health Aide. Becoming more proficient in technical aspects of her work assignment.
Louis Byrd 1148 Forest Ave. Pasadena, Calif. 91103	Pre: PCHNO Eliot Jr. High School Community Aide Post: SAME	Mr. Byrd, at the outset of the present semester, was having problems in regard to his employment at his job site. He had two assignments: one at the Jr. High and one with the Police Dept. as a community liaison worker. His principal felt that Mr. Byrd was not devoting enough time to his job at the school because of the dual role situation. The principal felt that Mr. Byrd was doing an adequate job. At that time and presently I feel that Mr. Byrd relates quite well with the students. Some time ago he broke his affiliation with the Police Dept. He is now working full time at the Jr. High.	I believe that Mr. Byrd is in the process of developing a more positive self-image and is beginning to feel more adequate in his role in the education scene.

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Change in Knowledge, Attitudes, Methods (III)
Rosa Cantu 2208 S. Cowlin Ave. Los Angeles 90022	Pre: HEAD START Urban League Assistant Teacher Post: SAME	According to Mrs. Cantu's supervisor, she is a cooperative and excellent assistant teacher. The feedback I get from Mrs. Cantu is that some misunderstanding exists between her and her supervisor. We have discussed this in class. Mrs. Cantu is anxious to become more proficient in her work.	Mrs. Cantu is knowledgeable in her work. Throughout the semester Mrs. Cantu has become more self-assured. She seems to be moving in the direction of asserting herself more.
Helen Criss 1187 Armada Drive Pasadena 91103	Pre: PASADENA UNIFIED SCHOOL DISTRICT Hale Elementary Instructional Aide Post: SAME	Works actively in giving classroom instruction and help to the children; helps in planning the lessons. (PCC Certificate 5/70)	Rapidly becoming more knowledgeable about the work in the classroom. Has made excellent suggestions to certificated teacher. Some of the suggestions have been implemented. Feels very secure in her job.
Joanna Davis (fall semester only) 4130 So. Compton Ave. Los Angeles 90011	Pre: HEAD START Foundation for Early Childhood Education Nutritional Aide Post: SAME	Doing an adequate job in her role as a Nutritional Aide. Apparently theory class has not motivated her to aspire for job as Assistant Teacher or Head Teacher. Mrs. Davis claims she wishes to remain a Nutritional Aide.	It is difficult to evaluate Mrs. Davis in this area because of her erratic attendance in class. She has not been able to give any feedback as to her personal growth. On the job she appears to be a quiet person. She has reported on paper that the group she works with is uncooperative.
Gwendolyn Dixon 550 W. Terrace St. Altadena 91001	Pre: P.C.C. Typist Clerk Project: Staff Asst. Post: P.C.C. Typist Clerk, Financial Aids Office	Relates very well to the trainees in the classroom as well as in the agency setting. The trainees, because of this excellent rapport, respect and trust her. She is able to assume a variety of responsibilities and fulfill them in a serious, capable and thoughtful manner.	Throughout this current semester I feel that Mrs. Dixon has grown in all areas of her duties. She is very quick in assessing problems and just as quick in resolving these problems.

APPENDIX XII - 3

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Change in Knowledge, Attitudes, Methods (III)
Mary Enriquez (summer only) 805 No. Pasadena Ave. Pasadena 91103	Pre: PASADENA UNIFIED SCHOOL DISTRICT Lincoln Elementary Instructional Aide	Enrolled fall semester '69; withdrew because of conflict with district's inservice training program.	Re-enrolled spring semester 1970.
Carmen Gloria 747 E. Foothill Monrovia 91016	Pre: HEAD START L. A. Co. Schools Alhambra Asst. Teacher Post: SAME	According to Head Teacher and Mrs. Gloria there exists a healthy and open relationship in the team. Mrs. Gloria seems to have a thorough understanding of the Head Start program.	Mrs. Gloria seems to become more and more aware of the importance of her role in working with children. She continues to ask her supervisor for more responsibility.
Belia Gonzales 1759 Las Lunas Pasadena 91106	Pre: HEAD START PCHNO Community Aide Post: PASADENA UNIFIED SCHOOL DISTRICT Teacher Aide, ESL	Because of the nature of Mrs. Gonzales' job I have not been able to personally observe her at work. However, her supervisor feels she is a responsible and dependable community aide. He also feels her attitude toward her job is excellent and that the other aides look to her for behavior cues. She is a valuable member of the staff. (PCC Certificate 12/69)	Mrs. Gonzales has a commitment to the community and to education. She is presently doing a fine job as an ESL Teacher Aide
Genevieve Hall 5003 Huntington Dr. North Los Angeles 90032	Pre: L.A. UNIFIED SCHOOL DISTRICT Lincoln High School Educational Aide Post: SAME	Mrs. Hall is very effective in her work with the students. She relates very well to the community. There is much role conflict re professional duties. There is much to be done by the instructor in informing the professional staff about the changing roles of the professional and nonprofessional.	Mrs. Hall continues to grow in a very positive manner. She knows what has to be done. Is fast becoming an effective change agent. Shows a fine skill in working with high school students.

APPENDIX XII - 4

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Change in Knowledge, Attitudes, Methods (III)
Katherine Jackson 5324½ So. Arlington Los Angeles 90037	Pre: HEAD START Frederick Douglass Center Asst. Teacher Post: SAME	Is a very creative person and knowledgeable in her work. Has a fine rapport with children and parents. In the past there has been some conflict between Mrs. Jackson and her fellow workers and supervisor. However, at this point there seems to be quite a reduction of this conflict. (PCC Certificate 5/70)	Mrs. Jackson continues to gain knowledge about her job and seems eager to share this knowledge with others.
Julia Lopez 3047 Folsom St.,#5 Los Angeles 90063	Pre: LOS ANGELES UNIFIED SCHOOL DISTRICT Utah Street School Educational Aide, ESL Post: SAME	Seems to have good rapport with children and certificated teacher. There has been a role relationship conflict between Mrs. Lopez's role and responsibilities. Meeting between principal and coordinator will be helpful, coordinator hopes.	Mrs. Lopez continues to become more verbal and positive in her attitude toward her role as a member of the educational process. Anxious to gain more knowledge about teaching methods.
Mary Lugo 1022 W. Hollyvale Azusa 91702	Pre: HEAD START L.A. County Schools Azusa Assistant Teacher Post: SAME	Technically able to perform job tasks; good relationship with staff and children.	Showed promise; forced to leave program due to ill health.
Grace Luisi 1357 W. 22nd St. Los Angeles 90007	Pre: HEAD START Delta Sigma Theta Assistant Teacher Post: SAME	Unable to observe Miss Luisi on the job. However, her supervisor feels she is an asset to the Head Start program because she is bilingual (Spanish & English) and is able to communicate with English and Spanish speaking parents.	Unable to evaluate in this area because of student's erratic attendance and lack of verbal feedback.

APPENDIX XII - 5

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Changes in Knowledge, Attitudes, Methods (III)
Domingo Martinez 2421 Pomeroy Ave. Los Angeles 90033	Pre: HEAD START Foundation for Early Childhood Education Maintenance Supervisor Post: SAME Assistant Teacher	Relates most positively to children and staff; is most enthusiastic toward obtaining information about teaching techniques and early childhood development. He is not reluctant about implementing this information in a practical manner.	Mr. Martinez was recently promoted to Asst. Teacher. Although he is a quiet person in the classroom, perhaps because he is still in the process of becoming more fluent in the English language, at the Head Start site he is very secure and demonstrative with the children and staff. I feel that Mr. Martinez has and will continue to grow personally and on the job. He certainly has all the attributes for this growth.
Lupe Martinez 12146 Barnwall Norwalk 90650	Pre: NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT Grayland School Teacher Aide Post: SAME	Good rapport with students and teacher. Seems to know the techniques of teaching ESL.	It is difficult to evaluate student in this area because she is not too verbal in relaying her feelings about herself or job.
Catherine Melfort 13074 Del Sur San Fernando 91340	Pre: LOS ANGELES UNIFIED SCHOOL DISTRICT Vaughn St. School Educational Aide Post: SAME	Has variety of duties and does them all well. Seems anxious to help students who have special problems. A very willing worker.	Mrs. Melfort's self-image and awareness of the importance of her job continues to become more positive. She is presently in a position where she does see herself as a change-agent.
Luna Mitchell 243 E. 121st. St. Los Angeles 90061	Pre: HEAD START L. A. County Schools Lawndale Teacher Aide	Summer training session only; final evaluation not possible.	

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Changes in Knowledge, Attitudes, Methods (III)
Barbara Moreno 11926 Barnwall Norwalk 92640	Pre: HEAD START L. A. County Schools Norwalk-La Mirada Head Teacher Post: SAME	Unable to observe Mrs. Moreno on the job. However, supervisor has given her top rating in writing as well as verbally. Supervisor feels she is becoming more effective and proficient in all aspects of her job. He is very pleased with Mrs. Moreno's growth.	Performs well all the duties required of a Head Teacher in the Head Start program; is becoming more self-confident in her job. Has very good potential.
Hilda Novoa 11927 Cheshishe Norwalk 90650	Pre: NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT Grayland School Teacher Aide Post: SCRIP Teacher Aide	Performing an adequate job; reluctant about seeking help either from the certificated teacher or the coordinator. Relates well to the students.	Mrs. Novoa still needs to improve her self-image and to realize that she is important to the educational process. Mrs. Novoa does have the potential to become a very successful teacher aide.
Donna Ortiz 443 So. Gless St. Los Angeles 90033	Pre: LOS ANGELES UNIFIED SCHOOL DISTRICT Second Street School Educational Aide Post: SAME	Mrs. Ortiz is assigned to two certificated teachers. Both feel she is dependable and helpful. One teacher, however, feels uncomfortable with Mrs. Ortiz because of age difference (a young teacher, an older aide) and does not know how to utilize Mrs. Ortiz as an aide.	I have not detected any appreciable change in Mrs. Ortiz's attitude or general behavior. Need for improvement.
Carmen Pardo 2732 N. Earle Rosemead 91770	Pre: HEAD START L. A. County Schools Garvey Social Worker Aide Post: SAME	Last year Mrs. Pardo was a classroom assistant and she had several problems. When the Social Worker Aide position was open, she applied and received the job. She is progressing quite well in this position. At present she understands role relationships much better. (PCC Certificate 5/70)	Mrs. Pardo's attitude towards herself and others is becoming much more positive. Is in the process of attaining more knowledge about her work and subsequently becoming more secure at her job site.

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Changes in Knowledge, Attitudes, Methods (III)
Doris Patton 59 W. Figueroa Dr. Altadena 91001	Pre: PASADENA UNIFIED SCHOOL DISTRICT Washington Jr. High Instructional Aide	Summer training session only; registered fall semester, but withdrew; final evaluation not possible.	(Director: see comments Section III, Conclusions, re Pasadena Unified School District.)
Ernestine Rhue 665 W. Altadena Dr. Apt. 15 Altadena 91001	Pre: PASADENA UNIFIED SCHOOL DISTRICT Jefferson Pre-School Assistant Teacher Post: SAME	Mrs. Rhue is a skillful and sensitive (to the needs of children) assistant teacher. She performs her duties in a thoughtful and energetic manner.	Mrs. Rhue feels that a better relationship could exist between herself and the head teacher. The coordinator believes he has noticed an improvement in this relationship. Mrs. Rhue, as time progresses, shows indications of furthering her education in order to "move up the ladder."
Nancy Roberts 2225 Felberg St. Duarte 91010	Pre: DUARTE UNIFIED SCHOOL DISTRICT Maxwell Elementary Instructional Aide Post: SAME	Mrs. Roberts is indeed a valuable asset to the educational process at the school. She is, her Principal feels, one of the best aides he has in his school's program. Very knowledgeable in many areas of education.	Mrs. Roberts knows who she is and where she is headed. Self-image and awareness is definitely no problem for her. Mrs. Roberts, I am certain, will develop her potential to the fullest. Interested in educational innovations.
Mary Solorio	Pre: LOS ANGELES UNIFIED SCHOOL DISTRICT Haddon St. School, Pacioma Teacher Aide	Summer training session only; final evaluation not possible.	(Director: See comments, Section III, Conclusions, re Los Angeles Unified School District.)

APPENDIX XII - 8

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Changes in Knowledge, Attitudes, Methods (III)
Mary Somozo 429 So. 6th St. Montebello 90640	Pre: HEAD START Los Angeles Co. Schools Montebello Assistant Teacher Post: SAME	Mrs. Somozo seems to be doing an adequate job as a teacher aide.	This area is hard to evaluate because of Mrs. Somozo's absences and lack of feedback when she is in class.
Isabel Steger 12041 E. 160th St. Norwalk 90650	Pre: NORWALK LA MIRADA SCHOOL DISTRICT Nottingham School Community Liaison Post: HEAD START Norwalk-La Mirada School District Head Teacher	Mrs. Steger is very much involved with her work, both in the school and in the community. She is a very energetic and enthusiastic person who is rated high by all who work with her. Mr. Steger is a real asset to the school and the community.	Mrs.Steger continues to grow personally and professionally. She was recently appointed as a Head Teacher in Head Start where she is presently based.
Ruby Stewart 817 No. Garfield #5 Pasadena 91104	Pre: PCHNO Community Adult Training Center Teacher Aide - Job Coordinator	Summer training session only; final evaluation not possible.	
Marie Suggs 140 W. Nubia St. San Dimas 91773	Pre: HEAD START Foundation for Early Childhood Education Social Casework Aide Post: SAME Social Worker Asst.	Mrs. Suggs' enthusiasm and skills have been a definite asset to the Head Start program. Understands role relationships quite well. Evaluated highly by her supervisor.	Mrs. Suggs' recent promotion speaks very well for her growth.

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Changes in Knowledge, Attitudes, Methods (III)
Lefolya Taylor 11449 Sproule Ave. Pacoima 91331	Pre: LOS ANGELES UNIFIED SCHOOL DISTRICT Filmore Street School Teacher Aide	Summer training session only; final evaluation not possible.	(Director: See comments Section III Conclusions re Los Angeles Unified School District.)
Shirley Thompson 665 W. Altadena Dr. Altadena 91001	Pre: PASADENA UNIFIED SCHOOL DISTRICT Washington Jr. High Teacher Aide	Summer training session only; final evaluation not possible.	
Johnnie Turner 496 Royce Street Altadena 91001	Pre: PASADENA UNIFIED SCHOOL DISTRICT Lincoln Elementary Teacher Aide	Summer training session only; registered fall semester but withdrew; final evaluation not possible	(Director: See comments Section III Conclusions re Pasadena Unified School District.)
Lakesy Walker 118 E. Palm Altadena 91001	Pre: PASADENA UNIFIED SCHOOL DISTRICT Cleveland Elementary Teacher Aide	Summer training session only; registered fall semester but withdrew; final evaluation not possible	(Director: See comments Section III Conclusions re Pasadena Unified School District.)
Shirley Ward 797 Ventura Altadena 91001	Pre: HEAD START Los Angeles Council of Churches Assistant Teacher	Summer training session only; final evaluation not possible.	(Director: Mrs. Ward was probably more intrigued by stipend than by potential of project.

APPENDIX XII - 10

1) Name of Trainee	2) Agency Assignment	3) Correlation: Theory to Job (II-5)	4) Changes in Knowledge, Attitudes, Methods (III)
Patricia Wheeler 704 So. 8th St. Alhambra 91801	Pre: HEAD START Los Angeles Co. Schools Social Worker Aide Post: SAME	Relates theoritical aspects of social work techniques to practical usage. Understands role relationships within agency very well.	Well organized; showing consistent growth. Extremely good potential.